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ABSTRACT

The main purpose of this project was to develop a blueprint for the future growth of the AASA-National Academy for School Executives. The resulting comprehensive model is displayed in outline form through the use of a conceptual framework that includes three major processes -- program planning and development, implementation, and evaluation. Each of these processes is comprised of a series of activities that may serve as guidelines for further program development, implementation, and assessment. The program planning and development process includes activities indigenous to basic planning --i.e., needs assessment, resource identification, goal preparation, program priority determination, and the ultimate selection of programs. The implementation process relates primarily to the management and operation of programs and services. Implied in the implementation process is the fact that facilities planning and development will also be a part of this procedure. The evaluation and revision of Academy programs are the major activities of the evaluation process. (Author)

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American Association of School Administrators -
National Academy for School Executives
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THE FURTHER DEVELOPMENT OF THE CONCEPTUAL MODEL AND OPERATIONAL DIMENSIONS OF THE AASA NATIONAL ACADEMY FOR SCHOOL EXECUTIVES

July, 1972

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National Center for Educational Research and Development
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Washington, D.C.

July, 1972

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U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education

National Center for Educational Research and Development

PREFACE

This Conceptual Model for the long range development of the AASA-National Academy for School Executives is the result of collaborative efforts of many groups and individuals. The National Academy's Board of Directors has given continuing advice and guidance in the preparation of this report. The following board members have participated in the project:

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Arnold W. Salisbury
Dana F. Swick
Julius G. Truelson
Thomas T. Tucker
Lloyd Vanhoover
Thomas L. Warren
Ercell I. Watson

The assistance of the professional Staff of AASA and especially the counsel of two AASA Executive Secretaries, whose terms spanned this period, Dr. Forrest E. Conner and Dr. Paul B. Salmon, is greatly appreciated.

The National Academy called upon Dr. William H. Curtis, former superintendent of schools in Connecticut and past President of the AASA to develop and prepare the final AASA-NASE Conceptual Model. Dr. Curtis was assisted in his work by two interns of the National Academy, Dr. James L. Schott and Philip E. Wilbur.

The Academy is also appreciative of the assistance extended by the U.S. Office of Education and the cooperation offered by Dr. Arch K. Steiner, Research Associate, Division of Research, National Center for Educational Research and Development, USOE.

Grant Venn

Grant Venn, Director
AASA-NASE

AASA-NASE
Conceptual Model
Final Report

THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

NATIONAL ACADEMY

FOR

SCHOOL EXECUTIVES

A CONCEPTUAL MODEL

June 30, 1972

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INTRODUCTION

The nature of change in education these days not only is multi-dimensional but frequently is without precedent. Pressures which stem from the knowledge explosion, technological revolution, and the great social and economic ferment of contemporary society make imperative the need for new and creative developmental programs for the practicing school administrator.

The American Association of School Administrators (AASA) which for more than a century has been actively engaged in the professional growth of school administrators through its sponsored conferences and publications, is deeply concerned about the critical nature of the present situation. The complexity, magnitude and urgency of problems confronting educational administrators demand greater efforts, bolder designs and more imaginative approaches to continuing professional education.

Traditional responses to inservice education for administrators have had serious flaws. They have tended to be slow to respond to critical issues. Typically, program efforts are uncoordinated, lacking in continuity, segmented in approaches and superficial with respect to the content, resources and management planning required to meet today's challenges.

AASA has recognized the need for a national vehicle which will be able to respond promptly to pressing needs; which can provide the national leadership and program focus necessary to marshal the resources; and, can employ the flexible approaches necessary to the task.

In the latter part of the 1940's the Kellogg Foundation began to take a strong interest in the field of Educational Administration. This interest was encouraged by AASA and in 1949 an AASA Development Committee was appointed to serve as an advisory body to the Kellogg Foundations' new Cooperative Program in Educational Administration.

During the next five years it became apparent that there was an increasing need for a representative professional group to discipline the preparation of the school administrator. To a degree this need was answered in 1955 when the aforementioned Development Committee officially became the initial Committee for the Advancement of School Administration (CASA).

In 1961 AASA conducted the first of its' popular and effective Higher Horizons Seminars. These Seminars have been continued each year since 1961. In a sense these seminars might be considered as the predecessor of Academy programs and the Academy itself.

In 1966 the Committee for the Advancement of School Administration (CASA), (see Appendix A), now a standing AASA committee, began a special study of ways to provide practicing administrators with effective inputs of significant new experiences and knowledge. This included a reappraisal of traditional methods together with various conceptualizations of the "Academy" idea. The result, after 18 months of deliberation and investigation, was an expanded, multi-dimensional concept of a professional vehicle (the AASA Academy) which extended considerably beyond the earlier speculations.

CASA's proposals for the "NASE" had the advantage of task force and AASA staff studies of comparable efforts in other management fields, including the programs of the American Management Association, the War Colleges and the Federal Executive Seminar Centers.

CASA ultimately recommended that efforts be made to develop an operational model for a multi-dimensional NASE and urged the earliest possible implementation. The AASA Executive Committee gave the proposal unanimous support.

AASA on February 1, 1968, embarked upon an intensive six-month project to develop a NASE model program. This was spurred by a $50,000 U. S. Office of Education planning grant. Four task forces, composed of 13 eminent educators (see Appendix B), began the work of detail planning required to make NASE operational. The task forces, composed of superintendents, professors, college deans and presidents, proceeded in accordance with the basic assumptions which are outlined in the Program Task Force Report (Appendix C).

The task forces completed their assignments during the Summer and Fall of 1968. The reports of the task forces may be found in Appendix C.

With the major share of the studies of the task forces completed, the AASA Executive Committee at its November 1968 meeting adopted the following action on the establishment of the AASA National Academy for School Executives:

> "Effective January 1, 1969, there is hereby created and established a unit of the American Association of School Administrators which shall be known as the AASA National Academy for School Executives, whose purpose and function shall be the continuing development of professional personnel in the field of school administration.
>
> "There shall be a Board of Directors of the National Academy for School Executives which shall have the responsibility for developing the policies, plans, regulations, programs, and operations necessary to fulfill the missions of the NASE. The Board of Directors shall consist of thirteen appointed members and the President and Executive Secretary of AASA, who shall be ex officio members.
>
> "The Board of Directors of the NASE shall be appointed by the President of AASA. The first Board shall be appointed, approximately one-third each, for terms of one, two, and three years and thereafter for terms of three years, but no person shall serve for more than two consecutive three-year terms. A majority of the Board of Directors shall be practicing school administrators.
>
> "The executive officer of the NASE shall be an Associate Secretary of AASA whom the Executive Secretary of AASA, with the concurrence of the Board of Directors of the NASE and the Executive Committee of AASA, has designated as the Director of NASE . . ."

Immediate launching of all the program dimensions recommended by the task forces was impractical in light of resources available. Consequently it was decided to inaugurate regional, short term problem oriented clinics and seminars as the initial phase of the Academy operation. The successful experiences of 1969 and 1970 encouraged AASA-NASE officials to proceed with plans for further design and implementation of additional recommended program dimensions for the Academy.

To assist the NASE Project Development Staff in the long range planning process, three development commissions were formed in 1970. The composition of the three Commissions (Instructional Systems, Program Development, Operations and Facility Development) is displayed in Appendix D.

In Appendix E, Summary Statements of the most recent meetings of these Commissions are displayed. These displays offer evidence of valuable input which has been forthcoming from Advisory Groups such as the three aformentioned Development Commissions.

The current responsibility of the NASE Project Development Staff and the NASE Development Commissions is to design and develop a long range conceptual model for the Academy.

This document represents their joint efforts in pursuing the following goals:

1. To design a multi-year master plan for the National Academy for School Executives.

2. To develop a procedure for implementing the multi-year master plan.

3. To initiate the development of an evaluation model for the multi-year master plan.

Special credit is due Dr. Stephen J. Knezevich, the first Director of the Academy for his work with the Task Forces and for his efforts in organizing the Academy. His written reports furnished a large share of background material for this document. Thanks are also due Dr. Finis E. Engleman and Dr. Forrest E. Conner, A.A.S.A. Secretaries Emeriti for their suggestions and recommendations during the development of the NASE Conceptual Model.

It is the intent of all concerned that the National Academy for School Executives as created by AASA shall continue to expand and flourish as an exciting, comprehensive and innovative approach to continuing education for educational administrators serving a wide range of institutions throughout the United States, Canada, and ultimately, overseas. This type of operation holds considerable promise for the reinforcement and extension of leadership capabilities in helping the practicing administrator sense and shape new educational policies and directions, and to manage complex educational systems with increasing competence.

STATEMENT OF PURPOSE

The National Academy is designed to complement, stimulate, and extend existing inservice programs and to introduce new programs as needed. It is not the policy of the Academy to duplicate the graduate school preservice preparation and inservice programs nor the typical short-term conference efforts of the professional education associations and state education agencies. Conversely, it is the policy of the Academy to cooperate closely with other inservice institutions, e.g., Graduate Schools, State Education Agencies, United States Office of Education, University Council for Educational Administration, Center for Advanced Studies in Educational Administration, Center for the Study of Evaluation, School Management Institute, Science Foundation, etc.

It is the intent of the Academy to plan and sponsor programs which are relevant to the ever-changing stresses and challenges facing educational leaders. It is designed to respond quickly to new needs from the field. Considerable emphasis is directed toward helping practicing administrators gain the insights and skills needed to make better decisions in relation to the improvement of education and its related problems.

The services offered by the Academy are designed to help the practicing school administrator:

1. To enchance his ability to interpret society and modify education to serve society more effectively.
2. To understand better his changing role in a diverse society.
3. To remain alert to the crucial issues confronting education and to be able to comprehend their effect upon society.
4. To analyze and manage diversity.
5. To stay abreast of and to develop the skills necessary to implement current technological and other innovations.
6. To become a more effective and responsible executive.
7. In his development as a leader.
8. To develop greater responsibility as a professional.
9. In his continuous development as an individual.
10. To have an opportunity for self-renewal through a wide variety of meaningful experiences.

A CONCEPTUAL FRAMEWORK

A conceptual framework has been developed to serve both as a guide to the tasks involved in completing an Academy model and as a "road map" to follow in understanding the development of the concept.

It is not to be considered as the final conceptualization of the Academy, especially in relation to the long range planning and facilities development areas. Rather, it represents an interim effort in the overall planning process for the Academy.

For the most part, the remainder of this document will follow the conceptual framework in a step-by-step sequence. However, it should be pointed out that such a sequence has been developed primarily for ease in understanding the concept and in no way should the sequential display place constraints upon interaction among the components and/or recycling within the processes.

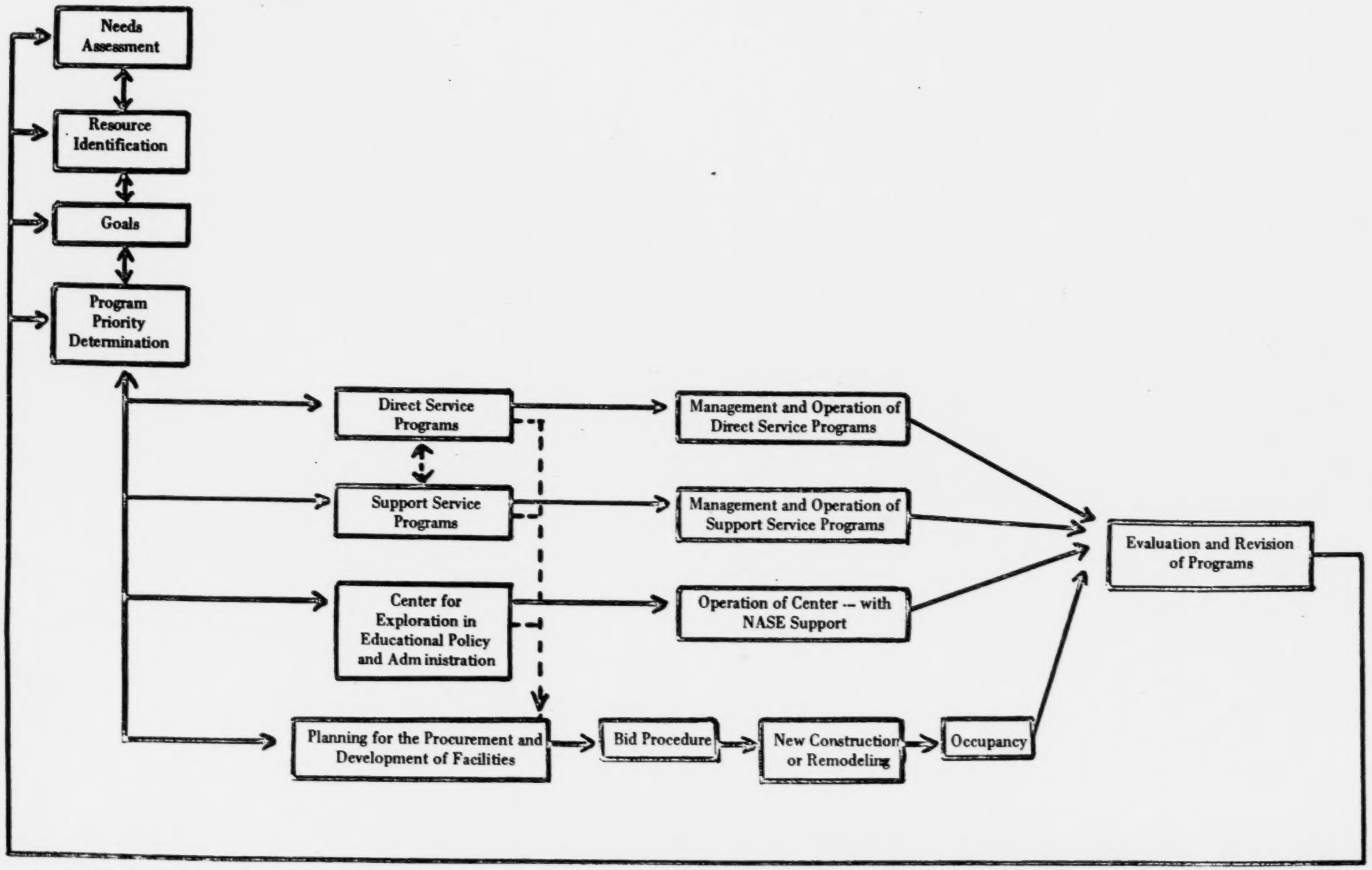
Apart from the components involving Needs Assessment, Statement of Purpose, Goals and some segments of Direct Service Programs and Support Service Programs, much of the development of the Academy lies ahead. Wherever possible, in the material which follows, every effort will be made to identify its status, e.g., currently operational, anticipated for the near future, long range (3-5 years).

The use of two-directional arrows in the Program Planning and Development Process implies feedback in the form of analysis and evaluation within the process. Evaluation at this point in the framework should be considered as interim and supplementary to the overall Evaluation and Revision Process as shown at the end of the framework.

Throughout this document, this framework will be repeated several times. In each instance the section of the framework being explained will be identified by the use of large arrows.

NASE
CONCEPTUAL FRAMEWORK

PROGRAM PLANNING AND DEVELOPMENT	IMPLEMENTATION	EVALUATION
(AASA, CASA, NASE Board, Development Commissions, NASE Staff)	(NASE Staff)	(NASE Board, Staff and Outside Agencies)

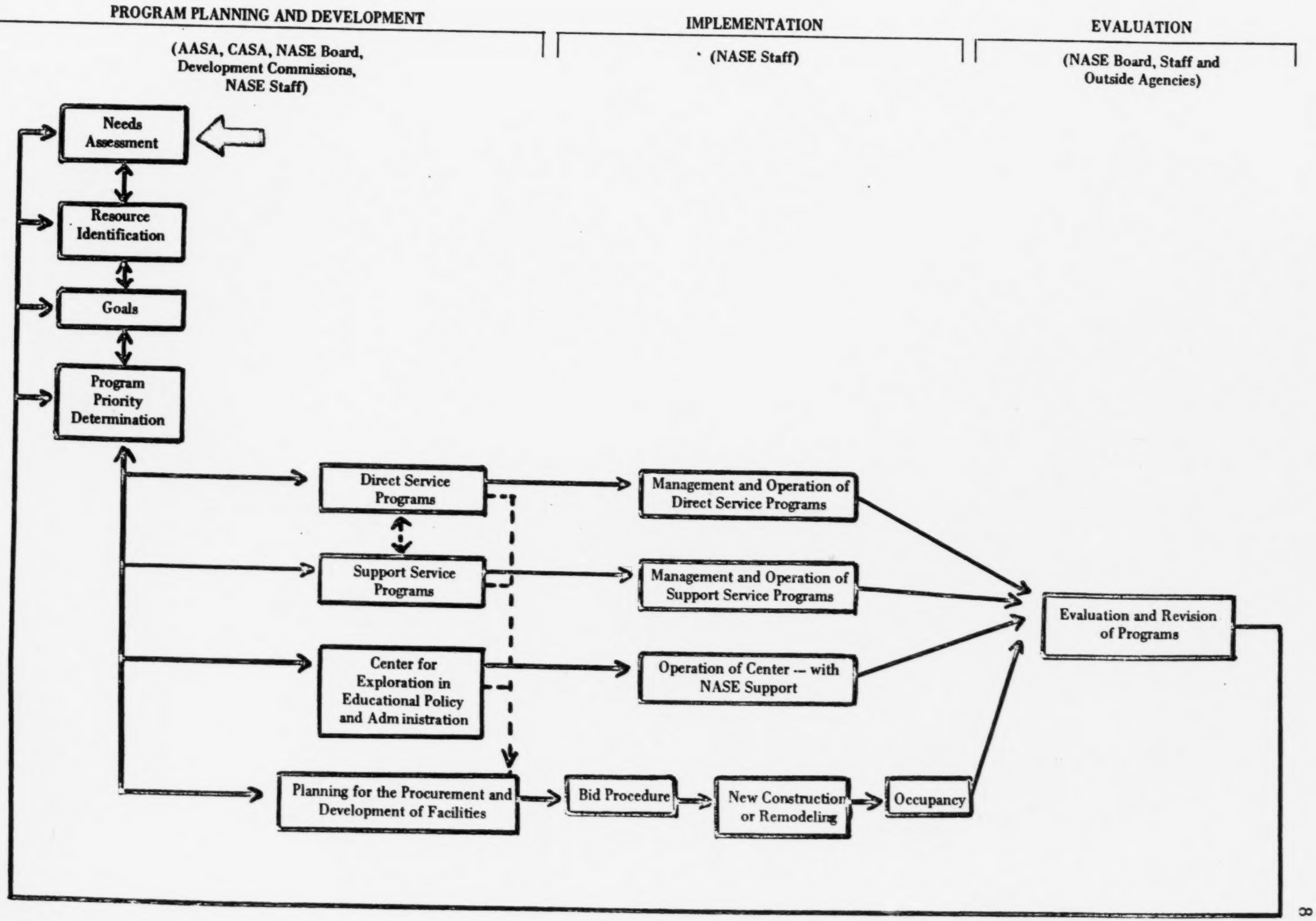

Needs Assessment
Resource Identification
Goals
Program Priority Determination
Direct Service Programs
Support Service Programs
Center for Exploration in Educational Policy and Administration
Planning for the Procurement and Development of Facilities
Bid Procedure
New Construction or Remodeling
Occupancy
Management and Operation of Direct Service Programs
Management and Operation of Support Service Programs
Operation of Center -- with NASE Support
Evaluation and Revision of Programs

PROGRAM PLANNING

AND

DEVELOPMENT

NASE
CONCEPTUAL FRAMEWORK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THE ASSESSMENT OF THE PROFESSIONAL GROWTH NEEDS OF THE PRACTICING SCHOOL ADMINISTRATOR

This part of the planning process began with the original studies of the Council for the Advancement of School Administration (CASA). These studies were followed by the work of the original Task Forces which presented their recommendations to the officials of AASA early in 1968 (Appendix C).

Since that time the needs assessment procedure has been a cooperative venture involving:

The NASE Staff
The NASE Board of Directors
The AASA Staff
The AASA Executive Committee
The Instructional Systems Commission
The Program Development Commission
The Operations and Facility Development Commission
Persons who have served as professors in the various clinics and seminars during the past three years
SAL-PAL Representatives.
NASE Alumni.

Additional input has come from participants in the institutes and seminars and from certain professors in institutions of higher learning. It is recommended that advisory groups of an ad hoc nature be used in this capacity also. Membership of such groups might include representatives from the Council of Chief State School Officers, the National School Boards Association, the Principals' professional organizations, the Association of School Business Officials, the Teachers' professional organizations, Business and Industry, and from among University leaders.

The recommendation is offered that the use of accepted Market Research Techniques may be applicable, especially in view of the variety and extensiveness of programs suggested for future consideration.

Needs Assessment, as it is applied in the NASE Conceptual Model, is an appraisal of the current status of the Academy in relation to what it should be accomplishing for the field of education in the foreseeable future. Needs Assessment serves as a base for making planning decisions regarding the modification and development of Academy programs.

Needs Assessment as a component of the Program Planning Process does not stand alone. It should be considered in light of problems to be solved, resources available, Academy capabilities and the potential benefits to be derived from proposed programs. Goal development and priority determination are integral parts of the Program Planning Process also; not only in its early stages but in a continuous sense as new data becomes available, assessment takes place and changes are enacted.

The Conceptual Framework suggests a linear, one-procedure-at-a-time process. It illustrates that a needs assessment is conducted, resources are identified,

goals are established, program priorities are determined and programs are developed, managed and operated, and ultimately are evaluated. However, it should be pointed out that the conceptual framework, as displayed, represents an oversimplification of the overall process. Several other important procedures are not shown but will be developed as completely as possible, subject to time constraints and availability of required data. Examples of such procedures would include program evaluation, program descriptions, program requirements, determination of objectives (both general and performance), consideration of alternatives, analysis, reconciliation of resources with programs, etcetera.

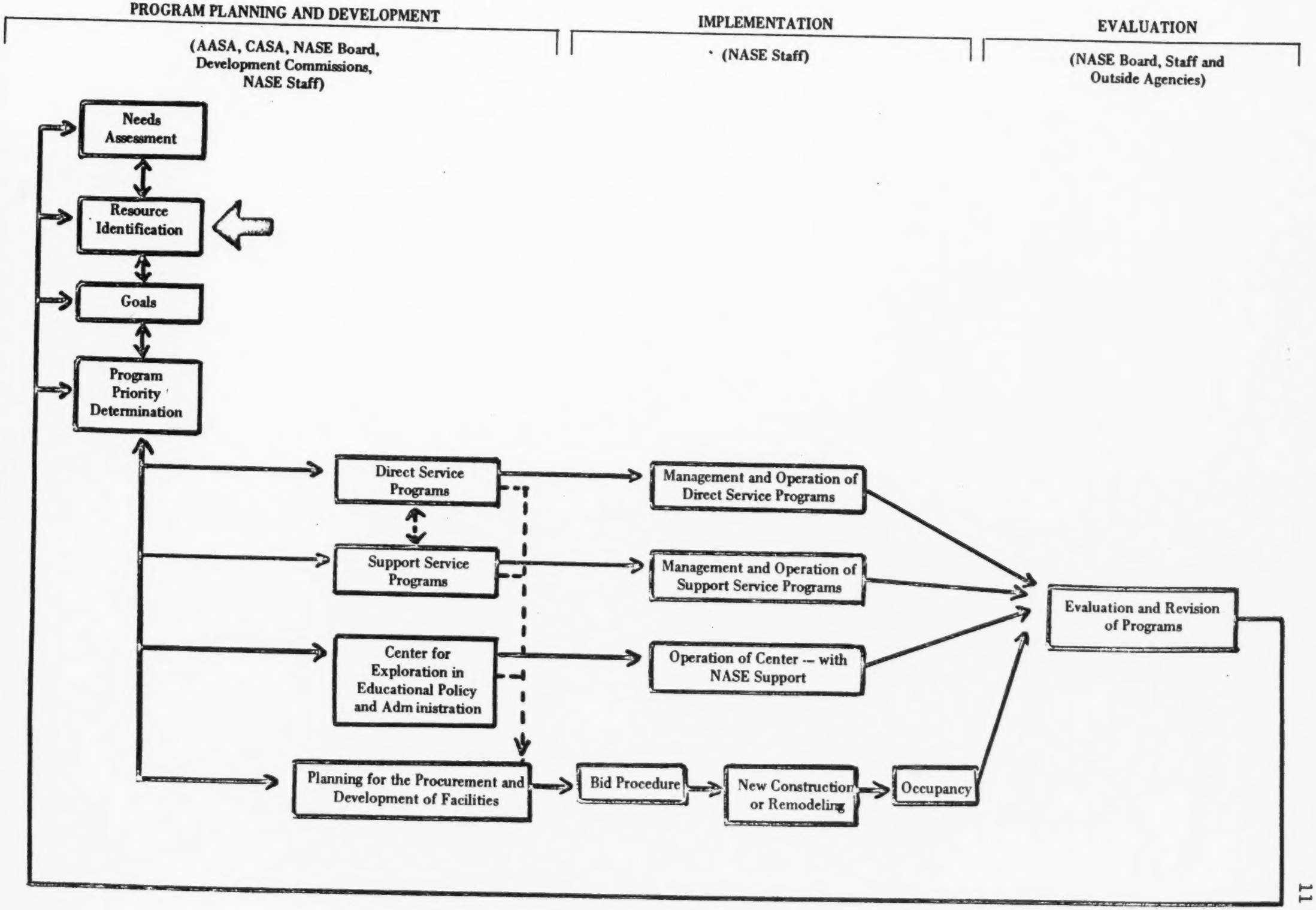
Since the Academy is presently operating a number of direct service programs and because potential programs have been considered on the basis of the Academy's overall purpose and goals, the linear approach in the strictest sense of the word, did not seem to be the most feasible. Therefore, it was decided to undertake the problem of resource and program analysis, priority establishment and program selection more or less simultaneously.

Persons studying this Model and especially the Conceptual Framework should note the provision for recycling within the Program Planning and Development Process.

It should be noted also that the individual program preparation is still in the early stages. This Model, even when completed at the end of the current year, will not contain a detailed description of all selected programs. Samples of some programs will be offered in detail but for many the developmental process has just begun. Obviously, program development will be an ongoing process and as such should be reflected in future revisions of the Model.

Resource availability and resource requirements have been determined to some extent. Insofar as possible, this Model, in its final form, will include some long-range plans for the acquisition and allocation of resources according to program and service requirements.

NASE
CONCEPTUAL FRAMEWORK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Management and Operation of Support Service Programs
Operation of Center -- with NASE Support
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RESOURCE IDENTIFICATION

The identification of available resources

The following list represents a display of available resources as of May 1, 1972.

A. The balance of funds for this particular project (The Long-Range Plan) which is to be completed by June 30, 1972.

B. Personnel

1. The NASE Staff

2. The NASE Board of Directors

3. The NASE Development Commissions (see Appendix D for composition of membership)

   Instructional Systems Commission
   Program Development Commission
   Operations and Facility Development Commission

4. The AASA Staff

5. The AASA Executive Committee

6. The AASA Membership

7. The Academy Professors--600

8. The SAL-PAL Network
   State Academy Leaders
   Province Academy Leaders

9. The Exeuctive Secretaries of the State Administrators' Associations

C. Income (tuition) from on-going short-term institutes and seminars

D. Income from contractual short-term institutes and seminars

E. Income from the sale of NASE publications

F. Current suport from AASA, e.g.,

   The salary of the Director of the Academy
   Forty per cent of the salary of the Administrative Assistant
   The use of certain office machines

G. Reserve fund (AASA) - $100,000

H. Land purchase approval (AASA) - $204,000

I. Certain pieces of office equipment and materials

J. Instructional materials from institutes and seminars--either partially or completely developed

K. Other grants from the U. S. Office of Education

1. Dissemination Grant

2. Contract Management Grant (USOE Programs)

RE: Handicapped

3. Development and implementation of improved Manpower and Vocational Educational Programs

The identification of potential resources

The following list represents a display of not only potential resources as projected at present but it also contains an identification of possible sources of additional resources.

Obviously, some of the items listed will require considerable study by those persons serving AASA and NASE in both administrative and policy making capacities.

A. Continuing income from ongoing programs (tuition)

B. Income (tuition) from new programs

C. Income from contracts with school districts, regional agencies, etc.

D. Income from service contracts with agencies outside of the U. S. A.

E. New staff personnel (immediate)

Additional secretary

F. New staff personnel (future)

Note: No attempt has been made to identify positions until such time as the policy making authorities have had an opportunity to pass judgment upon the tentative long-range plans developed to date. When further direction is given, more specific details regarding personnel requirements will be displayed. Obviously, this statement is applicable not only to personnel requirements but to all other resource requirements.

G. New Personnel (short-term)
e.g. Professional Visitors

H. Professional consultants (Educational)

1. Paid
2. Voluntary

I. Professional consultants (other than Educational)

1. Paid
2. Voluntary

J. New Instructional materials

K. Services of the

1. Regional laboratories
2. R & D Centers

L. Potential procurement of new facilities

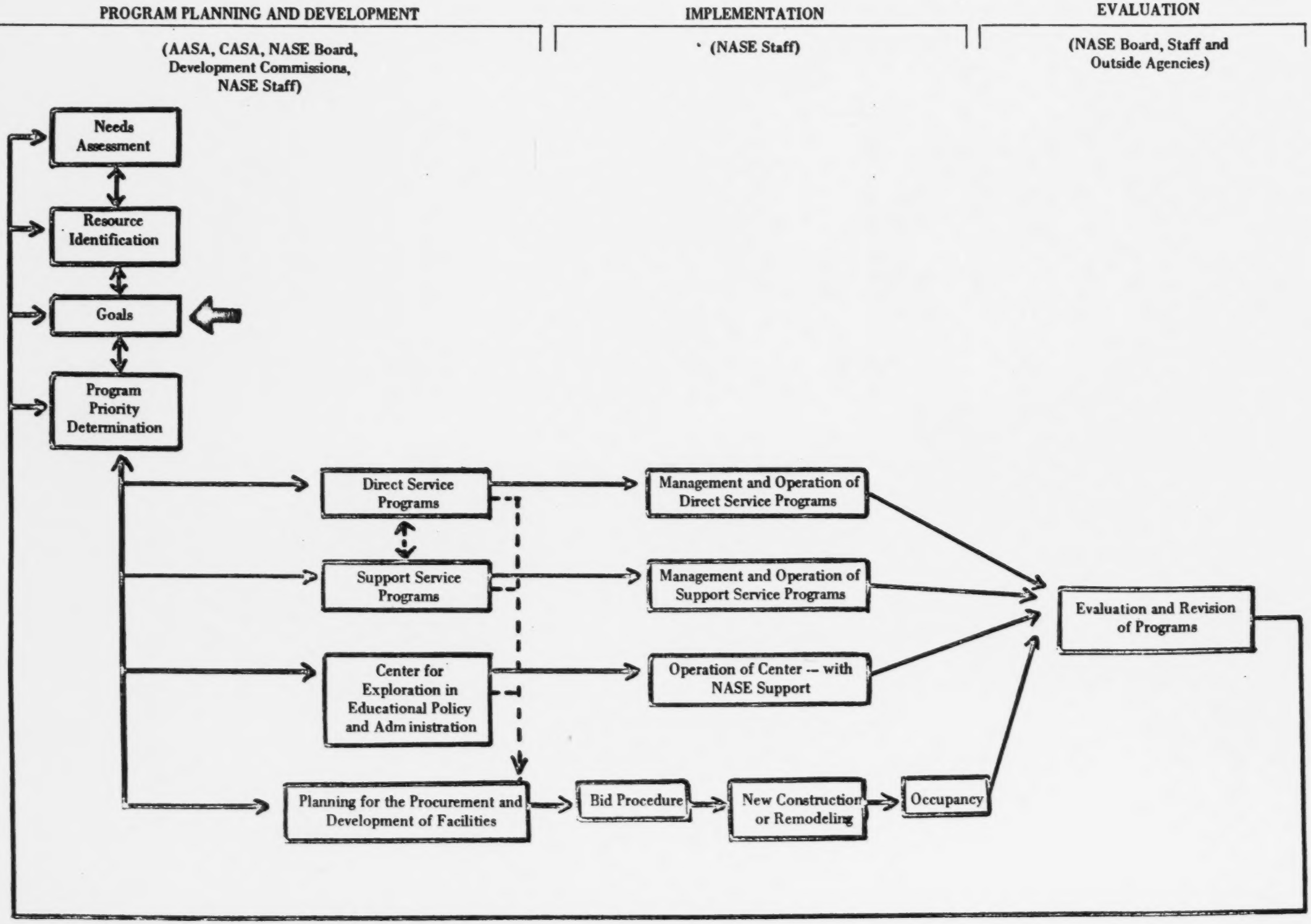
1. With AASA
2. Separate

M. Additional Grants (USOE)

N. Foundation support

O. Gifts and Bequests

NASE
CONCEPTUAL FRAMEWORK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Management and Operation of Support Service Programs
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GOAL STATEMENTS

Since the time when the idea for NASE was first conceived various task forces, commissions and individuals have been involved in the process of goal development for the Academy. During the past year the NASE Board of Directors and the three Academy Development Commissions have had an opportunity to review a digest of the various goal statements prepared earlier.

Inputs from all concerned have been studied carefully and revisions and refinements have been made. The outcomes of these efforts resulted in the development of the following goal statements which are designed for the most part to cover all Academy services, programs, activities and projects.

I. To provide professional opportunities for the school administrator to help himself develop further as an individual and as a professional.

Individual Development

As a result of Academy services, the participant should be helped:

1. To further the personal growth and development of a philosophy of life and work.

2. To further the development of the administrator's value system so as to insure internal consistency and to help him to be stronger in interpreting his values to the public.

3. To further the personal growth and development of constructive attitudes and emotionally balanced behavior.

4. To further individual intellectual and cultural development.

5. To become more able to cope with the rigors of school administration --mentally, physically and emotionally.

Professional Development

As a result of Academy services, the participant should be helped:

1. To develop as a leader.

2. To develop the educational leadership role.

3. To develop high level skills in short and long range planning.

4. To develop high level skills in decision-making.

5. To develop a high order of change agent skills.

6. To develop high level communication skills.

7. To comprehend more thoroughly the educational, social and ethical responsibilities of the professional school administrator.

8. To develop insights and a set of strategies to enable him to participate constructively in the generation of local, state, and national goals and policies with respect to education.

9. To become more skillful in the management of diversity and conflict.

10. To develop an international perspective of educational administration.

11. To improve his competencies in developing and manipulating concepts and ideas.

II. To provide professional opportunities for the school administrator to help himself better understand education as a complex social institution.

Areas of Concern

Education and Human Relations
Education and Individual Fulfillment
Education and Its Relationship to Society
Education in the World of Politics
Education and Economics
Education, Science and Technology
Education and Management
Education - Organizational and Operational Options
Education - Current and Future Governance

Education and Human Relations

As a result of Academy services, participants should:

1. Develop a greater knowledge of the theory of human relations.

2. Develop a better appreciation of moral and ethical concepts and their changing values.

3. Develop a better understanding of people, their nature, growth and mobility.

4. Develop a better comprehension of our "shrinking world," the increasing congestion of it and resultant interdependence.

Education and Individual Fulfillment

As a result of Academy services, participants should:

1. Develop a better understanding of modern learning theories and instructional techniques.

2. Develop a better appreciation for cultural activities.

Education and Its Relationship to Society

As a result of Academy services, participants should:

1. Develop a greater understanding of the role of education in the development of the nation's society.

2. Develop a more thorough understanding of the interrelationships and possibilities for greater interaction between education and the other social institutions in our culture.

   (a) Recognition of the vital role the family plays in the educational process.

   (b) Recognition of the public school as the key social institution with specific educational functions to perform.

   (c) Recognition of the supportive service functions that can be performed by other social institutions.

3. Develop a higher level of understanding and competence in the area of societal development and advancement.

4. Develop a better understanding of the value of utilizing educational institutions and programs in long and short range resolution of social problems and ferment.

Education in the World of Politics

As a result of Academy services, participants should:

1. Develop a greater understanding of the role of education in the political development of the nation, i.e., the importance of an educated populace in the survival and operation of a democratic political system.

2. Develop a greater understanding of the potential political impact of the various educational institutions and organizations upon the establishment of local, state, and national priorities.

3. Develop a higher level of political knowledge, understanding and competence.

4. Recognize the need for new theories and new models for a democratic Republic, i.e., how to make the principle of the town meeting operate on a state and national level.

Education and Economics

As a result of Academy services, participants should:

1. Develop a greater understanding of the role of education in the economic development of the nation.

   (a) The relationship between human capital development through education and the economic growth of a nation.

   (b) The contribution of education to manpower development and the effective utilization of the nation's human resources.

2. Develop a greater understanding of alternative theories of economics relative to varying methods of financial support of education.

   (a) Understanding the economics of the public school system.

   (b) Understanding the economics of alternative approaches to financing education.

3. Develop a greater understanding of the economics of utilizing varying degrees of educational financial support from federal, state and local sources as it relates to taxation support system capabilities.

   (a) Recognition of the potential limitations of all sources of educational financial support.

4. Develop a greater understanding of the competitive status of education with other social institutions and the need to work cooperatively with them for an adequate share of the limited human, material and financial resources available.

   (a) Recognition of the need to project education as a high priority area for resource allocations.

Education, Science and Technology

As a result of Academy services, participants should:

1. Develop a greater understanding of the role of education in the scientific and technological development of the nation.

   (a) The importance of education in the generation and implementation of new technologies.

   (b) The importance of education in the generation and implementation of new scientific discoveries and development.

2. Develop a greater understanding of the effects of scientific and technological developments upon manpower needs.

3. Develop a greater understanding of the effects of scientific and technological developments upon the administrative process, i.e., understanding emerging technology as an aid to the school administrator in coping more effectively with the modern complex educational system.

4. Develop a greater understanding of the role of science and technology in the development of educational methods and approaches (instructional systems development).

5. Develop a greater understanding of the effects of scientific and technological developments upon man both as an individual and as a social being, i.e., recognizing the need for man to direct and control scientific and technological developments and advancements for the improvement of mankind.

Education and Management

As a result of Academy services, participants should:

1. Develop a greater understanding of the human, material, and financial resources needed to fulfill the many roles a modern education system must play in a dynamic and changing culture.

2. Develop a greater understanding of the complexities involved in human, material, and financial resources management for an education system in a dynamic and changing culture.

3. Develop a greater understanding of the planning process and to develop a higher level of planning expertise, i.e., recognizing the importance and need for research, evaluation, and program development.

4. Develop a greater understanding of the program operation process and to develop a higher level of program-operation expertise, i.e., recognizing the importance and need for the coordination of the various school services.

5. Develop a greater understanding of new and emerging management control and information systems and to develop a higher level of management expertise.

(a) Recognizing the need for improved fiscal budgeting procedures, resource control methods, and cost analysis techniques.

(b) Recognizing the need for improved methods of information gathering, analyzing and reporting.

6. Develop a greater understanding of the concept of management accountability, i.e., recognizing the need for both internal and external accountability procedures.

Education - Organizational and Operational Options

As a result of Academy services, participants should:

1. Develop a greater understanding of alternative systems for learning.

(a) Evaluating the potential of various alternatives for pre-school education.

(b) Evaluating the potential of various organizational patterns and program structures.

(c) Evaluating the potential of various alternatives for continuing education.

2. Develop a greater understanding of the potential for cooperative educational services between education institutions and other social agencies.

(a) Evaluating the potential and value of joint school/industry, school/business, and school government educational services.

Education - Current and Future Governance

As a result of Academy services, participants should:

1. Develop a greater understanding and comprehension of potential and real control over educational institutions by federal, state and local authorities.

2. Develop a greater understanding of self-governance of the education professions, i.e., understanding the role of teachers and administrators in developing and policing educational and licensing requirements for entry into the education profession and its effects upon education.

3. Develop a greater understanding of the implications of centralization versus decentralization policies.

4. Develop a greater understanding of the potential influence upon education by other agencies, e.g., foundations, business/industry, professional organizations and government agencies other than the USOE.

The Program Planning and Development Process of the NASE Conceptual Model provides for a three level goal-objective structure which can be applied as follows:

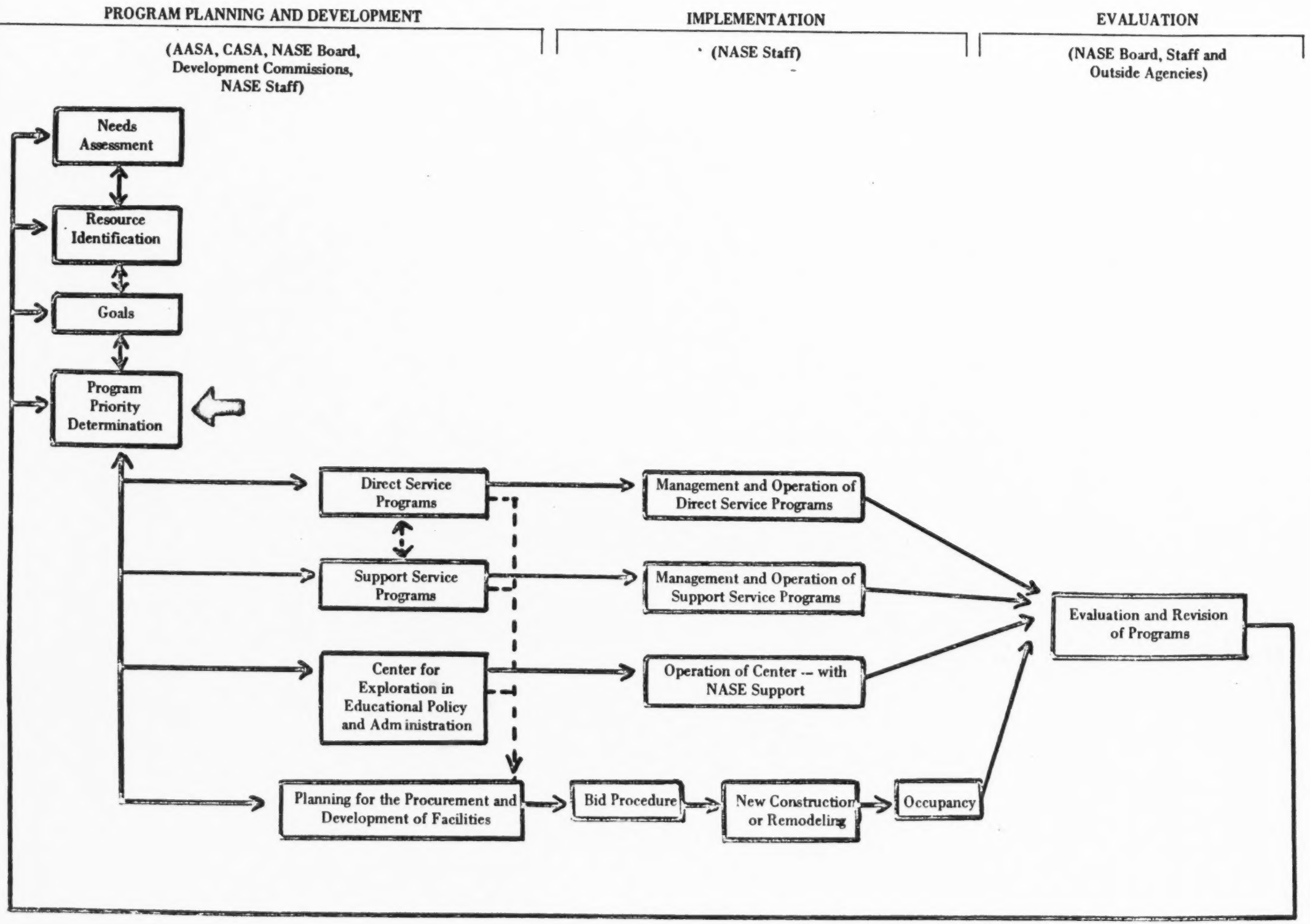
LEVEL I - The goal statements as outlined are broad in nature and are designed to illustrate the scope of the plans for the Academy.

LEVEL II - The general objectives as applied to each of the major programs are somewhat more definitive than the goal statements. They are designed to give direction toward the design, development and implementation of the major programs and their components.

LEVEL III- The objectives at this level should be more precise and should have performance requirements. They can best be related to the outcomes of the individual seminars, institutes, special services, etc., which represent various components of the major programs.

The preparation of performance objectives (Level III) is still in the very early stages and therefore comparatively little will be included regarding this level objective in the NASE Conceptual Model. As work progresses in the preparation of the Program Definition and Data Requirements for the various program components (Program Plan detail), considerable time will be devoted to the writing and refinement of performance objectives.

NASE
CONCEPTUAL FRAMEWORK


PROGRAM PLANNING AND DEVELOPMENT
(AASA, CASA, NASE Board, Development Commissions, NASE Staff)
IMPLEMENTATION
(NASE Staff)
EVALUATION
(NASE Board, Staff and Outside Agencies)
Needs Assessment
Resource Identification
Goals
Program Priority Determination
Direct Service Programs
Support Service Programs
Center for Exploration in Educational Policy and Administration
Planning for the Procurement and Development of Facilities
Bid Procedure
New Construction or Remodeling
Occupancy
Management and Operation of Direct Service Programs
Management and Operation of Support Service Programs
Operation of Center -- with NASE Support
Evaluation and Revision of Programs

Determination of Programs and Support Services in a tentative priority sequence.

The following list represents a display of Academy programs and services (existing and potential). These programs and services have been listed in a priority order which was determined by members of the Academy Staff. The priority listing is not final nor is the list itself complete. On the contrary, this list along with other components of the Model should be subject to continuous review and evaluation.

The "CENTER FOR EXPLORATION OF EDUCATIONAL POLICY AND ADMINISTRATION" (the "Think Tank"), is a program of high priority. However, because of its uniqueness and because of its likely interaction with all of the other programs, it was decided not to list it in the priority sequence.

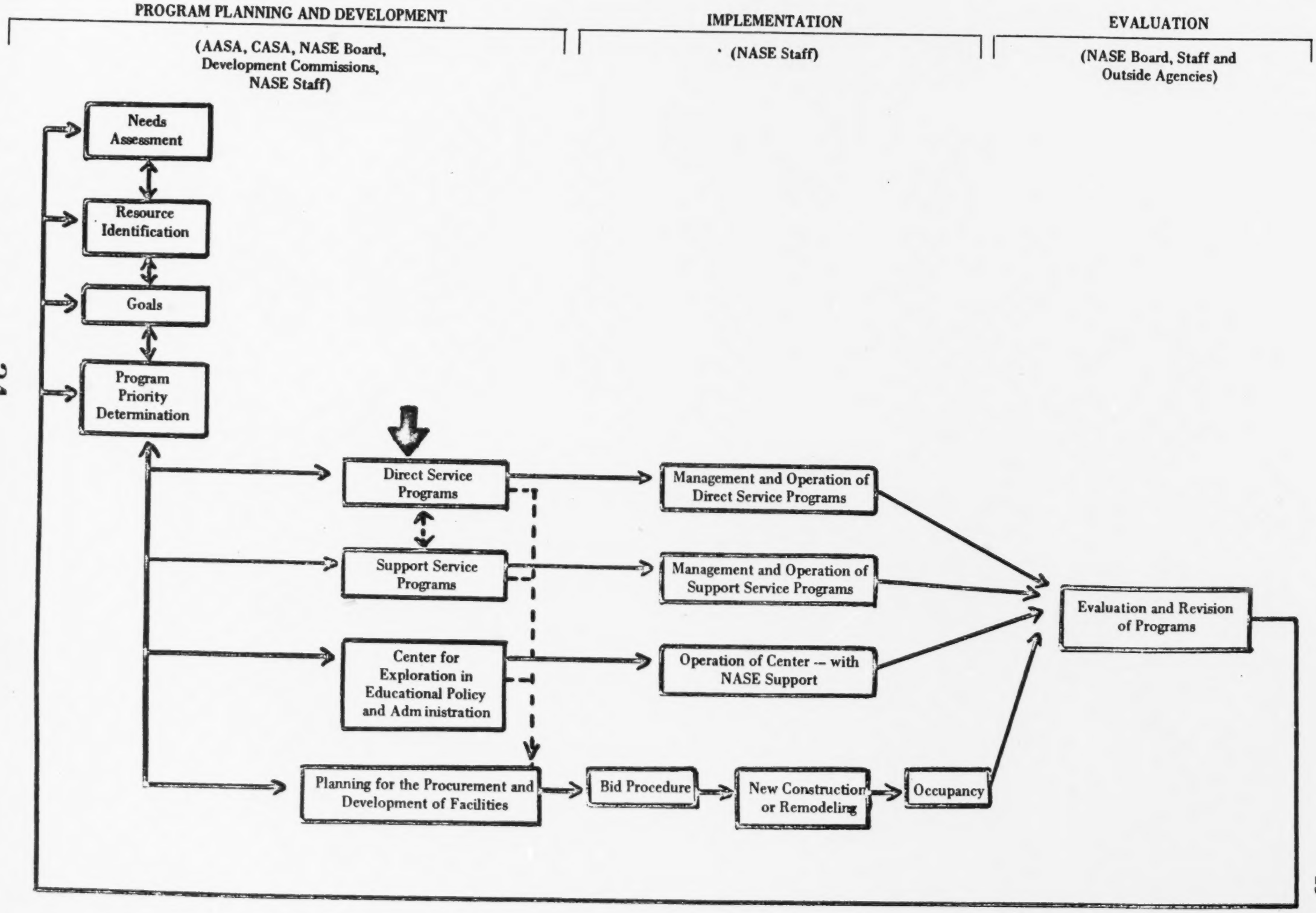
1. *# SHORT-TERM INSTITUTES AND SEMINARS
2. * EXTENDED DEVELOPMENTAL EXPERIENCES
3. *# CONTRACTUAL SHORT-TERM INSTITUTES AND SEMINARS
4. *# EXECUTIVE ASSISTANTS PROGRAM (INTERNS)
5. *# PROFESSIONAL VISITORS PROGRAM
6. **# SUPPORTIVE MATERIALS--DEVELOPMENT AND DISTRIBUTION
7. *# ROLE ORIENTATION LEADERSHIP INSTITUTES (ROLE)
8. * SCHOLARS IN RESIDENCE
9. ** CONSULTATIVE SERVICES
10. ** CONTRACTUAL SURVEYS, REVIEWS AND STUDIES
11. ** SPECIAL SERVICES TO STATE EDUCATION AGENCIES
12. ** SERVICES TO INDIVIDUALS AND INSTITUTIONS CONCERNED WITH ADMINISTRATORS
13. *# COOPERATIVE PROGRAMS WITH OTHER PROFESSIONAL ORGANIZATIONS INCLUDING COOPERATIVE SERVICES AND CO-SPONSORSHIP
14. * SERVICES TO ADMINISTRATORS OUTSIDE OF THE U.S.A.
15. * CONTRACTUAL SERVICES TO BUSINESS AND INDUSTRY
16. *# CONTRACTUAL SERVICES (MANAGEMENT FOR OTHER AGENCIES, PARTICULARLY EDUCATIONAL.)

* - Denotes programs and services which will be classified normally in the Direct Services Category.

** - Refers to those services which will be classified normally in the Support Services Category.

\# - Indicates that a particular program is now operational to some degree.

NASE
CONCEPTUAL FRAMEWORK


PROGRAM PLANNING AND DEVELOPMENT
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Operation of Center -- with NASE Support
Evaluation and Revision of Programs

Establishment of General Objectives for SHORT-TERM INSTITUTES AND SEMINARS (Direct Service Program)

Many practicing school administrators can manage to get away from their daily responsibilities for only short periods of time. The short-term institutes and seminars are designed to provide these school executives and board members with an opportunity for inservice development experiences. As a service to the Profession, AASA-NASE maintains an open enrollment policy regardless of membership in AASA.

The proposed objectives for these clincis and seminars will be influenced necessarily by the amount of time available for instruction and staff and participant interaction.

The short-term institutes and seminars are designed to provide:

1. Opportunities for participants to study, analyze and discuss new, emerging, and relevant educational topics and issues related to the current operations of the practicing school administrator.

2. Opportunities to listen to and to discuss these topics and issues with noted experts from education, business, government, labor and politics.

3. Opportunities for laboratory work whenever appropriate.

4. Opportunities for participants to mingle with their peers and share ideas with them as well as with the experts.

This service is designed to assist the practicing school administrator and those persons who work closely with them to:

1. Develop a broader conceptualization of the topics and issues as they relate to the performance of their roles and the roles of education.

2. Develop needed tactical and operating competencies and skills.

3. Experience a degree of personal and professional self-renewal.

While these institutes and seminars presently are in operation, it is suggested that they be reviewed and evaluated continually in terms of the above objectives and that the objectives or programs or both be revised as required. This statement will apply to the objectives which relate to each individual institute and seminar also.

Establishment of General Objectives for EXTENDED DEVELOPMENTAL EXPERIENCES (Direct Service Program)

EXTENDED DEVELOPMENTAL EXPERIENCES is a potential Academy program. The Academy could invite a selected number of practicing school administrators to participate in full-time, uninterrupted, extended developmental experiences covering a time frame which would be tailored to meet individual needs. The amount of time devoted to this program would allow for a variety of participant experiences, substantially different from the other services of the Academy. Therefore, the emphasis should be placed upon the broader, more strategic aspects of school administration.

The extended developmental experiences could be designed to provide:

1. Opportunities for participants to analyze critically the broader, more strategic educational, cultural, political, social, and economic issues and trends as they relate to their roles and those of education.

2. Opportunities for participants to spend a considerable amount of time in experiences outside of the educational complex.

3. Opportunities for participants to have actual professional experiences with a variety of private and public committees, groups, and organizations.

4. Opportunities for participants to plan, along with the Academy staff, a set of experiences and activities relevant to each of their problems, needs, concerns, and interests both in terms of their professional and individual growth and development.

5. Opportunities for participants to have experiences in problem solving as individuals, as part of a team and as a member of the entire group.

This service could be designed to help the practicing administrator to:

1. Develop broad insights into new and emerging educational, cultural, social, economic, and political issues and trends as they relate to the administrative role.

2. Develop planning competencies, skills, and strategies for examining alternative courses of action for resolving a broad range of educational, cultural, social, economic, and political problems through the more effective utilization of local, state, and national resources.

3. Develop strategies and techniques essential toward becoming an effective change agent.

4. Develop strategies for active participation in the process of establishing local, state and national priorities.

5. Develop more completely as an individual and as a professional.

Establishment of General Objectives for CONTRACTUAL SHORT-TERM INSTITUTES AND SEMINARS (Direct Service Program)

Local, regional, and state educational agencies, depending upon their purposes and needs, may find it to their advantage to contract for the short-term institutes and seminars to be held in their locality, region, or state.

To the extent that these requests do not interfere with the operation of the national open enrollment short-term programs, the Academy will provide this additional service. The objectives for the contracted institutes and seminars are the same as those for the open enrollment programs. However, it should be noted that the educational impact resulting from the national perspectives of the national group of participants in the open enrollment programs will be lacking.

The contractual short-term institutes and seminars are designed to provide:

1. Opportunities for participants to study, analyze and discuss new, emerging, and relevant educational topics and issues related to the current operations of the practicing school administrator.

2. Opportunities to listen to and to discuss these topics and issues with noted experts from education, business, government, labor and politics.

3. Opportunities for laboratory work whenever appropriate.

The contractual short-term institutes and seminars are designed to assist the practicing school administrator to:

1. Develop a broader conceptualization of the topics and issues as they relate to the performance of their roles and the role of education.

2. Develop needed tactical and operating competencies and skills.

3. Experience a degree of personal and professional self-renewal.

While the Academy presently has entered into contracts with a few educational agencies, it is suggested that this practice be reviewed and evaluated continually in terms of the above objectives and that the objectives or programs or both be revised as required.

Establishment of General Objectives for the EXECUTIVE ASSISTANTS PROGRAM (INTERNS) (Direct Service Program)

This program is open to persons now practicing educational administration or who are studying for and dedicated to the pursuit of a career in this field, and who qualify for the superintendent's credential.

The EXECUTIVE ASSISTANTS PROGRAM is designed to provide:

1. Opportunities for participants to improve their skills in planning, organizing, managing, liaison service and decision-making.

2. Opportunities to make significant contributions to the growth of the Academy, particularly in the areas of program planning and development.

3. Opportunities for participants to learn more about major issues and to discuss these issues with noted experts.

4. Opportunities for participants to travel to different sections of the country to serve in a managerial capacity for Academy programs.

5. Opportunities to expand professional contacts.

6. Opportunities for participants to become involved in the interaction between various agencies, especially on the "Washington Scene."

The intent of this program is to help the Executive Assistants to:

1. Broaden their intellectual and professional "horizons."

2. Develop initiative and a readiness to handle many and various types of responsibilities.

3. Become more proficient in the decision-making process.

Establishment of General Objectives for the PROFESSIONAL VISITORS PROGRAM (Direct Service Program)

Basically, the statements contained under the heading of "Establishment of General Objectives for EXECUTIVE ASSISTANTS PROGRAM" are applicable here also.

Establishment of General Objectives for ROLE ORIENTATION LEADERSHIP EXPERIENCE INSTITUTES (ROLE) (Direct Service Program)

There is a need for developmental experiences that relate to particular administrative positions or roles for persons who have been assigned to such positions for the first time. A national institute with this kind of program focus offers two important advantages. First, it would appeal to a national market and thus increase the possibility for sufficient enrollment to guarantee this professional development service. Second, it would add the desirable element of a national group of participants with a national problem perspective.

The ROLE institutes are designed to provide:

1. Opportunities for participants to study, analyze, and discuss new, emerging, and relevant topics and issues as they relate to the current operations of particular administrative positions and roles, e.g., beginnning superintendent, personnel director, community relations, director, planning officer, director of research and development, school board member, etcetera.

2. Opportunities for new administrators to become oriented to their roles prior to assuming a new position.

3. Opportunities for participants to listen to and to discuss these topics and issues with leading experts in the field.

4. Opportunities for extensive staff and participant idea interchange.

This service is designed to assist the practicing school administrator in the new position to:

1. Develop broad insights into potential as well as specific and unique functions, challenges, and opportunities of particular administrative positions or roles.

2. Develop tactical and operating competencies and skills related to particular administrative positions or roles.

3. Develop greater personal and professional confidence.

4. Experience a degree of personal and professional self-renewal.

While these ROLE institutes are in operation presently, it is suggested that they be reviewed and evaluated continually in terms of the above objectives and that the objectives or programs or both be revised as required.

Establishment of General Objectives for SCHOLARS IN RESIDENCE PROGRAM (Direct Service Program)

The SCHOLARS IN RESIDENCE PROGRAM is proposed for those school administrators who wish to investigate a specific topic in which they are interested. The selection of topics for study by the "Scholars in Residence" will be accomplished cooperatively with NASE officials. By utilizing their sabbatical leaves or by obtaining study grants from their districts, the administrators may devote sufficient time to be able to research and analyze in depth their particular topic.

The SCHOLARS IN RESIDENCE PROGRAM could be established with the following objectives in mind:

1. To provide each participant with a professional study environment which has a broad range of quality resources readily available.

2. To provide participants with the opportunity to use the NASE professional staff, the Academy professors and other participants of NASE programs as resources for their research.

3. As participants in the SCHOLARS IN RESIDENCE PROGRAM each person would be expected to assist the Academy by providing inputs to the program planning efforts of NASE.

4. To encourage participants in this program to produce supplementary or support materials related to their reserach, which would be made available to both the Academy and to other administrators who have requested materials.

5. As participants in the SCHOLARS IN RESIDENCE PROGRAM each person would be given the opportunity to utilize the "Think Tank" as a resource for their research.

6. As Scholars in Residence, each could become a valuable resource to the participants of the EXTENDED DEVELOPMENTAL EXPERIENCE PROGRAM.

Establishment of General Objectives for COOPERATIVE PROGRAMS WITH OTHER PROFESSIONAL ORGANIZATIONS INCLUDING COOPERATIVE SERVICES AND CO-SPONSORSHIP (Direct Service Program)

As part of its effort to provide more effective inservice education for school executives, the Academy is presently co-sponsoring programs with other interested organizations. It is proposed that this practice be continued and expanded to meet the following objectives:

1. To provide, whenever, feasible, opportunities for other organizations to co-sponsor inservice education programs.

2. To provide services, when requested and whenever feasible, to other organizations or individuals.

3. To solicit needed services from other organizations or individuals.

4. To develop, cooperatively with other organizations, inservice education programs for various kinds of education specialists.

Establishment of General Objectives for SERVICES TO ADMINISTRATORS OUTSIDE OF THE U.S.A. (Direct Service Program)

The Academy recognizes the need for programs which will meet the needs of school administrators who are stationed overseas. These programs should be developed with the following objectives in mind:

1. To assist the overseas administrators in overcoming problems relating to isolationism and provincialism within their school systems.

2. To assist school administrators in becoming informed and remaining current as to the promise of recent innovations, technological advances, improvement of equipment and advancement of administrative techniques.

3. To work closely with regional administrative groups in their analysis of their inservice program needs.

4. To make available Academy programs which will meet the needs of overseas administrators.

Establishment of General Objectives for CONTRACTUAL SERVICES TO BUSINESS AND INDUSTRY (Direct Service Program)

The Academy recognizes the similarities among administrative problems facing the educational community and business and industry. The Academy has been encouraged to work closely with the business community in attempting to find mutual solutions to these problems.

When appropriate, the Academy will develop programs which will reflect the following objectives:

1. The Academy will work closely with business and industry in developing programs on a cooperative basis.

2. When applicable, the Academy will share its expertise in administrative problem-solving techniques with business and industry on a contractual basis.

Establishment of General Objectives for CONTRACTUAL SERVICES (MANAGEMENT FOR OTHER AGENCIES, PARTICULARLY EDUCATIONAL)
(Direct Service Program)

The Academy often receives requests for assistance from a variety of agencies, (e.g. State or Regional Educational agencies, parochial school systems, foreign dignitaries, etc.). The amount of assistance requested may vary from simple advice to a long term management contract.

As the Academy has gained experience with these requests, the following objectives have emerged:

1. To provide immediate, initial guidance to those agencies requesting assistance.

2. To provide alternative methods of problem solution to these agencies.

3. When deemed feasible, enter into contracts with these agencies to provide either direct or support services or other assistance which will meet their needs.

THE PROGRAM PLAN

Further Program Description

Determination of Resource Requirements

Further Analysis of Programs in Terms of Resource Requirements, Academy Capabilities, and Potential Benefits

Program Plan Preparation

Resource Allocation According to Plan

Program Evaluation

At this stage in the development of the Model no attempt will be made to establish any fixed sequence or groupings in the sub-categories listed above. Even in the final Model it is doubtful whether a rigid sequential structure will be desirable. The developmental process involving each of the aforementioned sub-categories requires considerable interaction and an interdependency among the various activities.

Analysis is the foundation for this part of the Model especially. For example, if it is assumed that the Academy should be self-supporting as well as meeting the inservice requirements of the practicing administrator, then it is essential that some form of analytic methodology be established. For the present, the following activities will be acceptable:

1. A description of the programs and services.

2. An estimate of the resources required for the various programs and services.

3. The translation of resource requirements into an estimate of the costs of the various programs and services.

A format for program definition and descriptive data requirements might be displayed as follows:

Purpose

Rationale
Statement of Objective(s)

Instructional Methodology

Program Topics
Staffing
Equipment
Materials
Staff Training
Program Activities

Support Services Required

Management
Educational Media
Facilities Services
Other Special Services

Program-Services Evaluation

A reminder is appropriate at this point. All of the components of the aforementioned format and subsequent ones will not always be applicable to the various programs and services; in fact, several of the items will probably be more relevant to the more advanced stages of the Academy yet to be developed.

The major components of a cost element structure which will be needed to translate program requirements into estimates of program costs are:

Acquisition Costs

Program Implementation
Equipment
  Program related
  Participant related
Materials
  Program related
  Participant related
Pre-Service Training for Staff
Facilities (Space)

Operational Costs

Staff
  Salaries
  Honoraria
Inservice Training for Staff
Materials and Supplies
  Program related
  Participant related
Equipment
  Replacement
  Maintenance
Other Support Costs
  Facilities (Operation and Maintenance)
  Contracted Services
  Media Services
  Travel

Although no final plan for preparing program definition and descriptive data requirements has been established as yet, considerable informal developmental work has been in process for some time. Looking ahead to the next phase of the Academy, some compilation of information has been accomplished and such is displayed in the next few pages. Basically, the display is a gross representation of the program definition and descriptive data requirements of:

1. A SHORT-TERM SEMINAR
2. THE EXTENDED DEVELOPMENTAL EXPERIENCES PROGRAM
3. THE CONTRACTUAL SHORT-TERM INSTITUTES AND SEMINARS PROGRAM
4. A CONTRACTUAL SHORT-TERM INSTITUTE
5. THE PROFESSIONAL VISITORS PROGRAM
6. A ROLE ORIENTATION LEADERSHIP INSTITUTE (ROLE)
7. THE SCHOLARS IN RESIDENCE PROGRAM

A partial, informal display of program definition and descriptive data requirements for a

SHORT-TERM SEMINAR

Example:

Academy Program #71-21
"The Year-Round School"
Atlanta, Georgia

Rationale for this Program

The demand for more effective use of resources, greater opportunities for all youth, and increased emphasis upon work experience and career education have increased the pressure for adoption of the year-round school. Because some school districts have moved ahead under these influences, a variety of year-round school programs became available for display.

A study of several of these programs supported the idea that some could be tailored to fit many school districts. As a result, it was felt that the Academy was in a position to render a service. Informal comments from the AASA membership gave support to the need for such a program and the desirability of it being offered by the Academy.

Program Objectives

This Program was designed to:

1. Present an overview of various types of year-round school concepts including scheduling innovations, program innovations and the rationale for each.

2. Present a series of program formats which are suited to the year-round school concept, e.g., work-study experiences, programs for under-achievers, enrichment programs.

3. Examine some programs now in operation in terms of planning examples, programming achievements and cost changes.

4. Consider the implications for facilities design as a result of year-round schedules and consequent program innovations.

Program Topics Selected

Selection of these topics came as a result of planning by the NASE Staff and members of the AASA Staff.

1. The Year-Round School: Payoffs for People

2. Extending the School Year: Potentials and Pitfalls

3. Alternative Routes to Year-Round Schooling

4. Enrichment Through Year-Round Schooling

5. Meeting the Needs of the Disadvantaged Through Year-Round Schooling

6. Work Experiences and Youth Volunteers in an Extended School Program

7. Adults and the Community School

8. Extending the Year with a Focus on the Client

9. Implementing the Plan - from Public Relations to Evaluation and Program Review

10. Year-Round Schooling: Implications for Building Design

Program Activities

Program Activities for this Seminar varied to some extent. They included:

1. Presentations by professors, each followed by a discussion between the professor and participants. Presentations varied from very formal presentations to the informal which were supported by transparencies and slides

2. Two field trips were made--one to the Atlanta Area Technical School and the other to the John F. Kennedy School and Community Center.

3. Informal group discussions with professors apart from the regular schedule.

Support Services

Support services included program management, materials development and arrangements for meeting facilities. NASE provided a Program Director and an Associate Director. Most of the services rendered by them included:

1. Preparation of the Seminar agenda.

2. Procuring professors for the Seminar.

3. Making arrangements for the meeting place.

4. Identifying books, articles, pamphlets and other media as sources of information. With the assistance of other NASE Headquarters Staff these support materials were prepared for inclusion in notebook form for use by each participant. In this particular seminar the notebook included three journals devoted entirely to the subject, approximately a dozen additional articles and papers, a bibliography, an agenda, a list of participants and a biographical sketch of each professor.

Evaluation

Initial evaluation concerning the feasibility of the topic for this Seminar was handled by the NASE Staff. The Staff continued its evaluation throughout the planning process.

Final program evaluation was based upon the responses of the participants. Each completed the NASE Program Evaluation Form (see Appendix F).

A summarization of the evaluation forms resulted in the following conclusions and recommendations:

Participants expected more program emphasis upon financial matters in relation to the year-round school. The presentations on scheduling and facilities design received the highest ratings. Conversely, programs on educational programming in the year-round school did not rate very high on the scale.

In the written response questions, the two major points of emphasis were:

1. Some presentations were not always directly related to the subject.

2. The most needed program topics were cost analysis and expected cost changes for the year-round schedule.

Specific recommendations included:

1. The next Academy programs on the year-round school should devote at least one day to financial problems of the year-round school schedule.

2. Districts with ongoing year-round programs should be surveyed to identify those which are doing effective cost studies. Personnel for this part of the seminar should be selected from some of these districts.

3. Educational programming presentations should be developed further and continued. Despite their relatively low ratings these presentations represent an important professional need area.

4. Fewer speakers should be used. The participants expressed a desire for more time to interact with the speakers

A partial, informal display of program definition and descriptive data requirements for the

EXTENDED DEVELOPMENTAL EXPERIENCES PROGRAM

An example of the possible composition of a particular group.

Superintendents from school districts of various characteristics.
An administrator from a school district with a unique problem.
A superintendent or assistant superintendent from a large city school district.
A research director.
A school principal.
An administrator representative of a minority group.
A dean of a school of education.
A representative from a State Department of Education who is in charge of inservice education.
A professor of educational administration.
A representative of a Regional Laboratory.

Suggested approaches for operation.

Some participants may come to this program with an individual problem. To a degree a program is tailored for him (the I.P.I. approach). He, in turn, could be given an opportunity to develop his own solution alone or with one or two others in the group.

Other participants may not wish to bring an individual problem to this program but are desirous of participating because of the real and varied experiences which will be available to them.

Regardless of individual objectives, it is the intent of the Academy to offer a broad spectrum of varied experiences, some of which will be planned on an individual basis and some with segments of the group or with the group as a whole.

Examples of proposed experiences.

Here again, the list is by no means complete. Persons involved in its review are invited to offer suggestions for additional items.

Staff members who are responsible for developing the Model are now in the process of compiling a list of names of persons who might be considered as resource personnel.

Societal Experiences

In seminars involving top level social scientists.

In non-educational agencies primarily concerned with deprivation, human rights, integration.

In areas of deprivation, e.g.

An inner city ghetto
"Appalachia"
Impoverished rural regions
An Indian reservation
With minority groups.

In a welfare operation.
In a drug addict rehabilitation center.
In a school district with an outstanding drug education program.
In an area of affluency facing major changes.

Economic Experiences

In seminars involving top level economists.
In Model Cities projects.

Political Experiences

In the National Government (apart from Congress)

In Executive Offices
In Bureaus (especially Bureau of the Budget).

In the Congress

In a Senator's or Congressman's Office
In meetings of Major Committees
With lobbyists.

At the State level

In the Chief Executive's Office
In a Senator's or Representative's Office
In meetings of Major Committees
With lobbyists
In meetings of Bureaus, Boards and Commissions.

At the Local level

In the Chief Executive's Office.

In the Education Commission of the States (The Compact).

Scientific-Technological Experiences

In seminars involving top level scientists

With key officials of professional organizations
With NASA officials.

Management Experiences

With officials in Business-Industry

Personnel managers
Division managers
Production managers
Information services

In seminars involving top level business experts, industrialists, management consultants.

With officials of Management Associations

A.M.A.
S.M.I.

With the Superintendent of the War College and other appropriate Military Management Experiences.

With Union Management

(Ex.-AFL-CIO Leadership Institute).

Organizational-Operational Experiences

Visitors to school districts having innovative patterns of organization and program structures.

Governance Experiences

The U.S. Office of Education
The Council of Chief State School Officers
Business-Industry
The Foundations
The State Departments of Education
The Professional Organizations

Educational Experiences

The U.S. Office of Education
The State Departments of Education
The Professional Organizations
The Institutions of Higher Education
The University Council for Educational Administration
The Regional Laboratories
The R and D Centers
School Districts with innovative programs
The Job Corps
The Peace Corps
The Teacher Corps
Outward Bound
Upward Bound
Manpower Development
Career Education
Legal aspects

The time factor.

Feedback, from Board Members, the Development Commissions, and selected short-term institute and seminar participants, reflects a strong feeling that it will not be practical at this time to consider a three-month or longer time period for this particular program. The opinion was nearly unanimous that a time period of this duration would preclude the possibility of most superintendents being able to attend. Consequently, it is recommended that this program be planned, in its first year of operation, to cover two one-month periods. One of these periods might be scheduled for late Fall and the other for early Spring of a particular school year. In the second and third years of operation, when the expected number of participants may be doubled (40-50), it might be advisable to have a single two-month session in addition to one which follows the first year plan, i.e., a program consisting of two-month sessions.

Resource requirements.

It is recommended that this particular program be handled as an extrapolation of the Academy Model Project. A proposal for the building of a prototype of the EXTENDED DEVELOPMENTAL EXPERIENCES PROGRAM is being prepared and will be submitted to the U.S. Office of Education shortly after the completion of this Model. Hopefully, the field testing of this program could begin no later than the Fall of 1972.

It is recommended that support be requested for a three-year period. A possible cost distribution chart follows:

Year	Number of Participants	Cost Per Participant	Total
1	25	$6,400	$160,000
2	40	$3,700	$148,000
3	50	$1,300	$ 65,000
		Total	$373,000

It is expected that this Program will require the full-time services of one professional staff member plus the part-time services of 2 - 3 others. Also, part time services will be required of many persons from the various agencies which agree to cooperate with the Academy in this particular program.

In addition to personnel resources, other requirements will include materials, supplies, equipment, facilities and program-related travel expenses.

Present plans call for tuition costs to be paid in full by NASE during the first year of operation and on a diminishing scale for the next two years, thereafter.

It is hoped that this program will prove to be attractive enough to both administrators and boards of education so that a reasonable share of a participant's expenses might be handled by his school district. For example, such reimbursement might come through study grants paid by a district or through a liberal sabbatical leave policy.

Obviously during the three year period of field testing other means of support must be determined so that the program will not become a financial burden on the Academy or on an individual participant.

Relationship to other programs.

Emphasis has been placed upon the fact that interaction among the components of the Model is important. This statement is particularly true in relation to the EXTENDED DEVELOPMENTAL EXPERIENCES PROGRAM and other Academy programs such as the SCHOLARS IN RESIDENCE and the "Think Tank."

Participants in the SCHOLARS IN RESIDENCE PROGRAM should prove to be an excellent resource, both from the standpoint of being researchers as well as serving as consultants for this program particularly.

Participants in the "Think Tank" will be especially valuable in helping to shape this particular program and conceivably could be of considerable assistance in the development of an evaluation model for it.

A partial, informal display of program definition
and descriptive data requirements for the

CONTRACTUAL SHORT-TERM INSTITUTES AND SEMINARS PROGRAM

During the past year there has been an increasing interest by local educational institutions, such as school districts, state departments of education or regional educational councils, in contracting with the National Academy to produce Academy programs for the exclusive use of administrators in those areas.

Because of this interest, in January 1971 a set of policy statements and guidelines was prepared for the purpose of giving direction to persons involved in negotiating contracts for short-term institutes and seminars. Much of the contents of this set of materials has a direct relationship to information which would be needed in program definition and data requirements material. Therefore it is being used as a major source of information for this display.

Basic Policy Statement.

The basic goal of the AASA National Academy for School Executives is to develop and maintain for the educational executives of this nation an inservice effort which is characterized by relevance, timeliness and high quality. The Academy intends to offer programs which treat the newest and most difficult problems in educational leadership, and to make these programs available to school executives across the nation through a policy of open enrollment. By this means the Academy can maximize its impact upon the improvement of educational administration.

The Academy also welcomes the opportunity to operate intensive inservice programs for local school districts or educational agencies, especially if these programs will help bring about marked improvement in school administration in the area involved. However, it should be understood that these special contracts are of lower priority than the Academy's regular seminars and institutes. The number and dates of contracted programs depend upon the regular NASE program schedule, and on the availability of NASE staff time to develop and operate contracted programs.

NASE sees the practice of contracting to operate programs as being beneficial both to itself and to the local district or agency. Fees for such a program are set at a level which assures the Academy that its program expenses will be absorbed and a small "margin" is realized to cover indirect costs. This "margin" is used to help defray the costs of the Academy's regular programs, particularly the high-risk seminars and clinics which cover the cutting-edge issues and for which no sizable enrollment can be assumed.

The fee structure for contracted programs also benefits the local district or agency. If the local district or agency were to send from 25 to 30 participants to an Academy program or other programs some distance away, the additional costs of travel, lodging and subsistence would far exceed the costs of contracting with NASE to bring the program to the locality. Thus, although per-participant instructional costs are slightly higher in contracted programs than in regular NASE programs, the total costs per participant are substantially lower.

Basic Guidelines

In all contracted programs, the Academy's intention is to maintain the same high level of excellence which characterizes other Academy programs. The Academy will attempt to employ high quality instructional staff, to utilize the best available instructional materials and the most useful kinds of instructional activities. Because of its emphasis on excellence, the Academy will operate contracted programs for a maximum of 50 participants. Experience has shown that a considerable loss in instructional effectiveness occurs when more than 50 attend. The Academy also will operate contracted programs for a minimum of 25 participants. Experience shows that to operate a program for fewer than 25 is an unwise use of NASE staff time.

It is the general policy of NASE that it will not conduct programs less than five days in length, unless special circumstances prevail. Five days is usually considered the minimum time in which a topic can be treated in sufficient depth for the learning experience to be a truly meaningful one. Exceptions are permitted in certain cases, but these exceptions must be approved by the Academy Director.

Although the Academy's aim in all of its programs is instructional excellence, it should be recognized that some loss of quality is inevitable in contracted programs because in such programs there is not the mix of states, regions, and district types that are represented in regular Academy programs.

The Academy will make an effort to involve local district or agency personnel in discussions leading to the design and staffing of a program. However, it should be understood by all parties that the final decisions concerning content, activities, instructional materials and instructional staff will be made by the NASE staff.

A model contract has been prepared by the NASE Staff and has been used in the three negotiated contracts for Short-Term Seminars during 1971. A copy of this model contract appears in this document as Appendix G.

In a review of this model contract, which contains more detail than is set forth here, it should be remembered that each contract relates to a unique situation and that no set of guidelines or model contract can be applied rigidly. Furthermore, all contracts negotiated by staff members remain subject to review and final approval by the Academy Director.

A partial, informal display of program definition and descriptive data requirements for a

CONTRACTUAL SHORT-TERM INSTITUTE

Example:

Academy Contract Program #711
"Accountability: Superintendent on the Spot"
Hodges Gardens, Louisiana

Rationale for this Program

Accountability has become a national byword relating directly to responsible guardianship of education.

The success of the regular Academy programs on Accountability and the interest of the Louisiana State Academy Leader led to the consummation of a contract with the Louisiana School Superintendents Association. The thrust for this program was the same as for the other Accountability programs plus an immediate need as expressed by the Louisiana Administrators.

Program Objectives

1. To develop and present a philosophical basis for the Accountability movement.

2. To identify "benchmarks" among the many innovative approaches to Accountability.

3. To outline a systematic approach for those school districts which choose to improve their accountability efforts.

4. To develop an accountability program in capsule form which would meet the first three objectives within the time constraint of two days as established by the Louisiana Administrators.

Program Topics Selected

1. Thrusts behind Accountability

2. Developing and Stating Performance Objectives

3. Management by Objectives

4. External Performance Contracting

5. Internal Performance Contracting

6. Comparing Internal and External Performance Contracting: An Open Discussion

7. A School System Approaches Accountability

Program Activities

Presentations ranged from the very formal to informal open-end discussions. All programs included a liberal "sprinkling" of visual aids. Because of the brevity of this program no laboratory exercises were included.

Support Services

Support services included the usual preparation by the Director and Associate Director of the program of notebook materials, a mini-library, and required supplies.

"Start-up" services were small by comparison because of this program being held previously. Duplication of materials was less because of previously prepared products.

Arrangements for facilities was minimal because of contract specifications which caused the Louisiana Administrators Group to assume prime responsibility for such.

Evaluation

The Academy Evaluation Form (see Appendix F) was used by all participants. The responses of the participants were tallied and summarized. From this summarization, plus opinions from the Program Director and Associate Director, the following conclusions and recommendations were prepared:

Conclusions

1. The program received an above-average rating on all measures. All of the participants felt the program was of value to them and was worth the time and effort given to it.

2. The two-day schedule was too full. Participants felt the need of more discussion of the problems outlined in the presentations.

3. The interaction with a national cross-section of participants was missing and this void hampered the discussions to some extent.

4. Some of the visual aids were not too clear; also, some were in need of refinement and up-dating.

Recommendations

1. Much of the information contained in the visuals was not available to the participants. Hard copies as handouts would have been valuable.

2. Even though the two-day schedule was very tight, it would have been better to have had discussion periods built into the agenda.

3. In an abbreviated program of this type, the time constraints and the crowded agenda may require some "benign neglect."

A partial, informal display of program definition
and descriptive data requirements for the

PROFESSIONAL VISITORS PROGRAM

Who is eligible

Persons now practicing educational administration or who are studying for and are dedicated to the pursuit of a career in this field, and who qualify for the superintendent's credential.

Note: There may be times in the future when this program should be opened to persons outside the field of education. It is recommended that the feasibility of this idea be studied.

Proposed Experiences

It would seem most desirable to involve the Professional Visitors in the various planning-developmental phases of the Academy - e.g.,

Preparation of materials
Program planning
Program management (including an opportunity to direct a program)
Internal study
Proposal development

However, it is assumed that Professional Visitors will be eligible to participate in all phases of the Academy operation.

Basic Guidelines

The suggested time periods for Professional Visitors are three, six or nine months. Determination of time periods for individuals will be by mutual agreement between each individual, the authorities of his school district and the authorities of the Academy.

Each Professional Visitor will be responsible for his own expenses except when he may leave the NASE office on official business for the Academy. It has been suggested that local school districts and potential Professional Visitors may wish to consider the possibility of sabbatical leave being associated with this particular Academy program.

An additional incentive might be to allow an individual Professional Visitor to be registered free of charges as a full-time participant in a clinic or seminar of his choice for each three months of service to the Academy.

A partial, informal display of program definition and descriptive data requirements for a

ROLE ORIENTATION LEADERSHIP INSTITUTE (ROLE)

Example:

Academy Program #71-A
"The New Personnel Director"
Chicago, Illinois

Rationale for this program

School districts continuously invest large amounts in salaries and other resources for new personnel. The Academy believes that a return on this investment can be realized by servicing these districts through ROLE Institutes.

The initial year in a new assignment so often sets a pattern for administrators. Many of their hopes and attitudes are molded. Frustrations can be built in as work constraints. The ROLE concept seeks to help guide hopes and attitudes to higher levels and to reduce frustrations to a minimum.

Specifically, it is the opinion of Academy officials that there are certain tasks which are so often left undone, e.g., orientation to the basic duties of the personnel administrator; awareness of recent developments and innovations in personnel administration around the country; and, having opportunities to meet and confer with leaders in the field. It is the aim of the Academy in this Institute to fill this void by offering some of these experiences in capsule form to those persons new to an administrative personnel assignment.

Program Objectives

1. To provide opportunities for new personnel administrators to meet successful persons in similar assignments and to gain ideas of how a new person can learn early mastery of his assignment.

2. To offer participants the opportunity to work with leaders in the field toward the development of goals appropriate to the personnel of a school district.

3. To identify some of the more common problems in the field and explicate the more successful methods of coping with these problems.

Program Topics

1. Locating and employing top-quality personnel.

2. Utilizing personnel effectively.

3. Establishing effective inservice programs.

4. What are the priority functions of the Personnel Director?

5. In-basket problems.

Program Activities

Program activities were in the form of presentations, follow-up discussions and in-basket simulations of crucial problems which a new Personnel Administrator might face.

Activities involved all participants; as a single group, in sub-groups, and in individual tasks. Professors used film strips and transparencies to augment their presentations.

Support Services

NASE support services for this Institute included the planning and development of the agenda, staff procurement, the development of resource materials for the notebook and reproduction of materials.

Notebook materials included related articles and AASA-ERIC abstracts on personnel topics. Also included were a roster of participants, biographical sketches of the professors, the agenda, and evaluation materials. Because the program was new, preparation included beginning services in library research.

Meeting space arrangements and accommodations for the participants were handled by the contracting group.

Evaluation

The evaluation summary included tallies of responses by participants. The ROLE Director provided additional input.

Conclusions

The participants expressed general approval of the program. However, certain specific aspects of the program were criticized, e.g., the presenters were not specific enough according to some participants; also, that the simulation design was prepared wholly for "new Personnel Directors." Inasmuch as some of the participants were not entirely new in personnel jobs nor were they limited to personnel, the type of simulation design used caused some incongruity.

Recommendations

1. Provide presenters who have more input to give in the "how to" vein, pursuant to the first objective as outlined previously.

2. A better balance between group activities would have been more effective.

3. The laboratory simulation should be redesigned so as to fit a more varied audience than just the "new Personnel Director."

A partial, informal display of program definition
and descriptive data requirements for the

SCHOLARS IN RESIDENCE PROGRAM

Who is eligible

A particular target group would be administrators in the mid-career category, especially superintendents. This emphasis does not eliminate the possibility of including some administrators apart from the central office level.

Persons selected should bring to the program considerable experience in the field of administration coupled with a professed interest in exploring extensively a contemporary topic or topics of concern to the field of education.

Proposed Experiences

Through contacts with the various Academy programs and personnel; with other educational agencies; and, with other agencies and individuals deeply concerned with education, the Scholar in Residence should be able to investigate extensively an area or areas of particular interest. Not only will he be able to participate in many of the ongoing short-term programs of the Academy, but also, he should be in a position to work directly with the EXTENDED DEVELOPMENTAL EXPERIENCES PROGRAM and periodically to have access to the resources of the "Think Tank" as seems necessary and/or desirable.

Basically his program will be mostly individualized except for occasions when small-group work on an individual project may be required.

Basic Guidelines

The suggested time periods for Scholars in Residence would range from 6 to 12 months. Determination of time periods for individuals will be by mutual agreement between each individual, the authorities of his school district and the authorities of the Academy.

Each Scholar in Residence will be responsible for his own expenses except when he may leave the NASE office on official business for the Academy. It has been suggested that local school districts and potential Scholars in Residence may wish to consider the possibility of sabbatical leave and/or study leave being associated with this particular Academy program also.

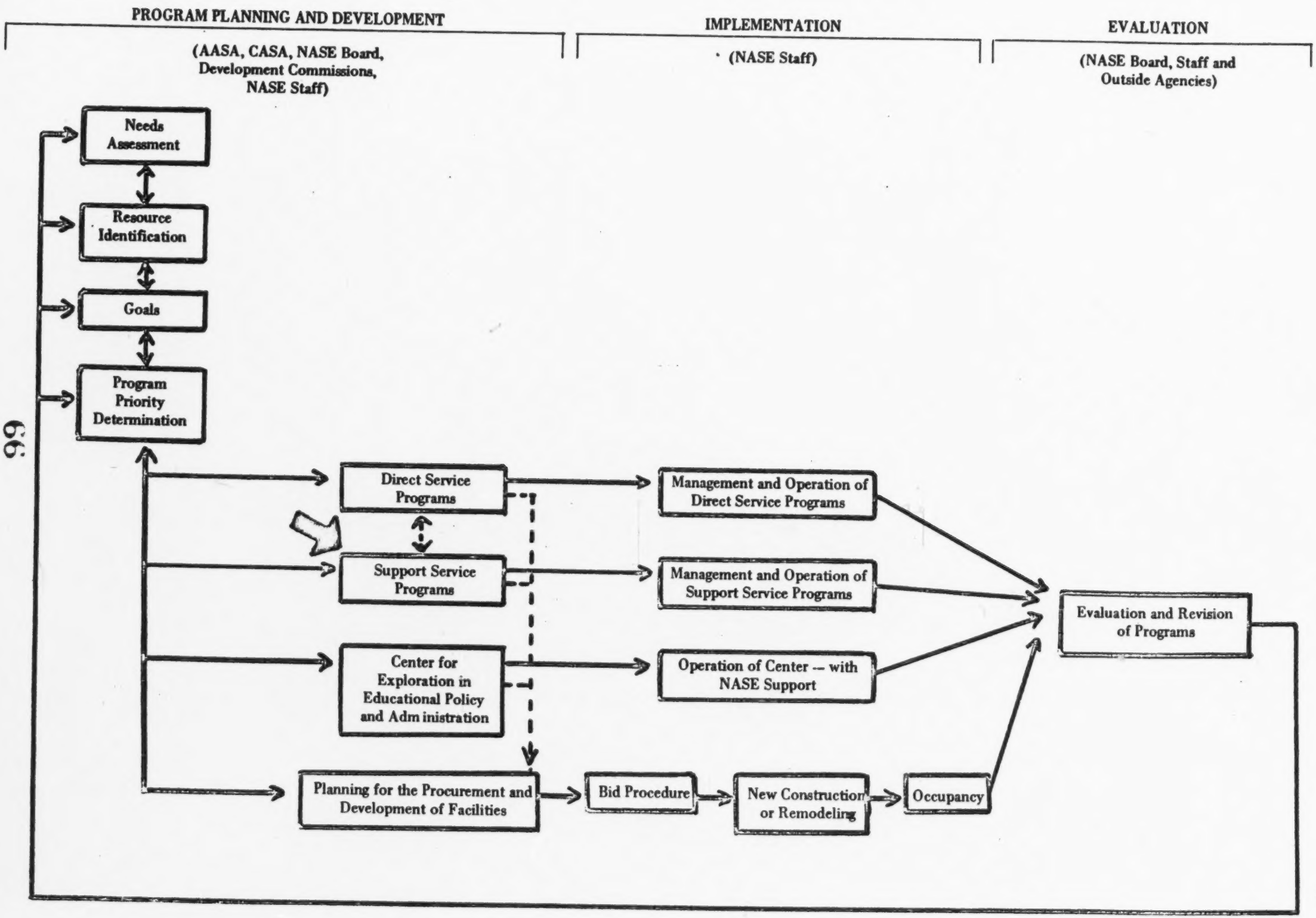
An additional incentive might be to allow an individual Scholar in Residence to be registered free of charges as a full-time participant in an institute or seminar of his choice for each three months of service to the Academy. This privilege would be in addition to any opportunities made available to the Scholar in Residence by virtue of an assignment to a particular institute or seminar in a professional and/or an administrative capacity.

It has also been suggested that consideration should be given toward having the Academy, under certain conditions, become a credit granting (non-degree granting) institution. If such a procedure becomes a reality, it probably would be most applicable to participants in the SCHOLARS IN RESIDENCE PROGRAM and the EXTENDED DEVELOPMENTAL EXPERIENCES PROGRAM.

Because so much of this particular program is highly individualized and somewhat unstructured, staff assignments will vary. Obviously, one person on the central staff must be responsible for planning and coordinating the program to some extent. It is expected that resource personnel will be selected according to the areas of special interest of each Scholar in Residence.

Inasmuch as the professional personnel staff of NASE is quite small and is not likely to expand at a rapid rate, it is recommended that the number of enrollees in this program be kept at a modest figure for the immediate future. A suggested range would be 2 - 8.

NASE
CONCEPTUAL FRAMEWORK


PROGRAM PLANNING AND DEVELOPMENT
(AASA, CASA, NASE Board, Development Commissions, NASE Staff)
IMPLEMENTATION
(NASE Staff)
EVALUATION
(NASE Board, Staff and Outside Agencies)
Needs Assessment
Resource Identification
Goals
Program Priority Determination
Direct Service Programs
Support Service Programs
Center for Exploration in Educational Policy and Adm inistration
Planning for the Procurement and Development of Facilities
Bid Procedure
New Construction or Remodeling
Occupancy
Management and Operation of Direct Service Programs
Management and Operation of Support Service Programs
Operation of Center -- with NASE Support
Evaluation and Revision of Programs

Establishment of General Objectives for SUPPORTIVE MATERIALS -- DEVELOPMENT AND DISTRIBUTION (Support Service Program)

In the development and operation of direct service programs, the need for supportive instructional materials seems quite apparent. However, the need to develop special materials based upon the experiences and activities in individual programs is an equally important project.

An Academy plan of action could be established:

1. To develop on a continuous basis, supportive materials for Direct Service programs.

2. To develop other materials based upon experiences in the Direct Service programs.

3. To make these materials available for inservice development education purposes on a cost basis whenever feasible and when such procedure is within the basic policies of AASA-NASE.

4. To develop sound procedures for evaluating all supportive materials, which bear the Academy name, before they are distributed widely.

Establishment of General Objectives for CONSULTATIVE SERVICES (Support Service Program)

A potential Academy program lies in the area of CONSULTATIVE SERVICES. Local, regional and state educational agencies often have a need for special consultative services. As the Academy resources, in the broadest sense, accumulate, the Academy could become a unique source of educational information and knowledge. As a further service to the profession, the consultative capacity of the Academy could be made available to requesting agencies.

The consultative services could provide:

1. Immediate consultative help to local, regional and state educational agencies on new and emerging educational topics and issues.

The consultative services could assist the local, regional and state educational agencies to:

1. Develop a broader conceptualization of the topics and issues.

2. Develop some alternative organizational approaches for handling the topics and issues.

Establishment of General Objectives for CONTRACTUAL SURVEYS, REVIEWS AND STUDIES (Support Service Program)

Another potential Academy program is in the area of CONTRACTUAL SURVEYS, REVIEWS, AND STUDIES. Again considering the potential resources and capabilities of the Academy, it could contract with requesting educational agencies to conduct such surveys, reviews, and studies.

The Academy objectives would be to:

1. Design, conduct, and interpret the results of surveys, reviews, and studies for local, regional, and state educational agencies upon request.

2. Make appropriate recommendations to the contracting agencies based upon the findings and results.

Establishment of General Objectives for SPECIAL SERVICES TO STATE EDUCATIONAL AGENCIES (Support Service Program)

Education, traditionally, has been viewed as a function of the states. Throughout the years the role and the authority of the individual State Departments of Education have varied extensively. The same statement may be made of the degree and types of services offered by the individual State Departments.

The past decade has seen so many new developments in education that most of these state educational agencies have not been able to meet all of their repsonsibilities for rendering guidance and services to the local school districts.

Because the Academy has developed an expertise in relation to many important topics, issues and innovations, it could provide:

1. Inservice training programs for selected State Department of Education officials who will be responsible, in turn, for inservice education programs on a regional and/or school district level.

2. Cooperative services with State Department of Education officials aimed toward accomplishing the same type programs envisioned under #1.

3. Cooperative services with State Department of Education officials to plan and manage special programs for personnel other than professional educators, e.g., legislators, school board members, other civic leaders, etcetera.

Establishment of General Objectives for SERVICES TO INDIVIDUALS AND INSTITUTIONS CONCERNED WITH ADMINISTRATOR PREPARATION PROGRAMS (Support Service Program)

The Academy has developed considerable expertise in providing meaningful programs which are considered on the "cutting edge" of education. Many administrator training institutions have difficulty in finding staff members who are trained to teach some of the newer innovative courses found in comprehensive administrator-preparation programs. The Academy envisions offering various short orientation courses, clinics and/or workshops as a contractual support service to these individuals or to institutions involved in these programs.

This support service is designed to:

1. Assist administrator-training institutions in training their staff members for the skills needed to teach the new administrative courses.

2. Provide administrator-training institutions with feedback from the practicing administrator "needs survey" so that the institutions may become more cognizant of the needs of the administrators who are "on the firing line."

3. Provide a bridge between the theoretical world and the practical world of the school administrator.

THE SUPPORT SERVICES PLAN

Further description of Support Services

Determination of Resource Requirements

Further Analysis of Support Services in terms of Resource Requirements, Academy Capabilities and Potential Benefits and Overall Feasibility

Preparation of Support Services Plans

Resource Allocation according to Plans

The NASE Conceptual Framework suggests strong interaction and interdependence between the components of Direct Service Programs and Support Service Programs. The introductory statements under the Direct Services Program Plan Section reflect a high degree of compatibility with the sub-categories as listed above. Consequently no attempt was made to expand upon this section at this time with the exception of an abbreviated display of examples of supportive materials.

As development and implementation of the Model progresses certain differentia between the two components will be identified.

Examples of SUPPORTIVE MATERIALS

The following are examples of Supportive Materials which were developed for or are outcomes of Academy programs.

1. Outstanding presentations from the various short-term institutes and seminars.

2. Laboratory exercises which were developed for use in certain short-term institutes and seminars and which have value for inservice education programs at the state, regional and local school district level.

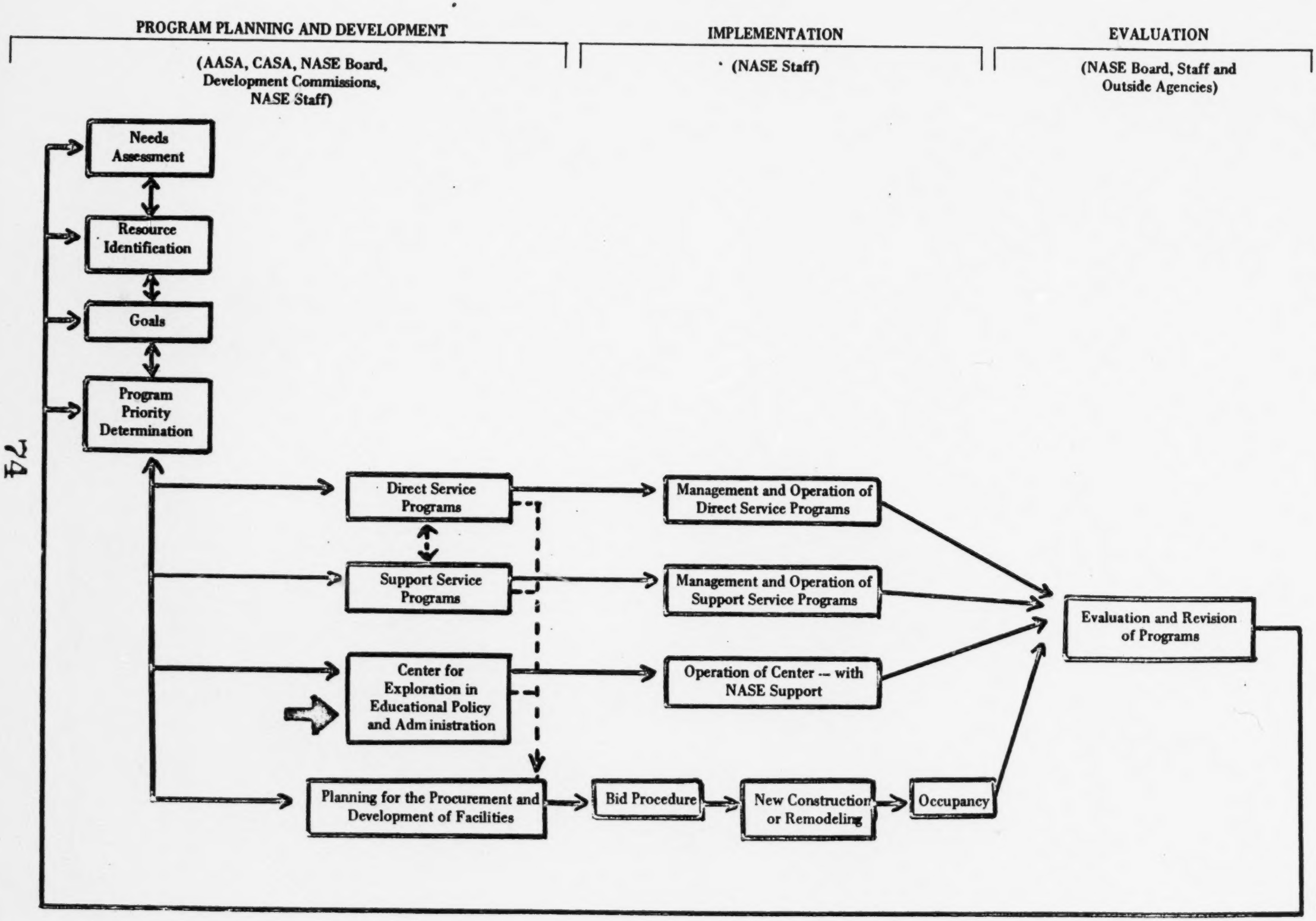
3. The ERIC Abstracts. (See Appendix H for an example of an AASA-ERIC Abstract)

4. Materials which have been developed in school districts with innovative programs. Many of these materials have been made available for distribution through Academy programs.

Although the RC-ASBO materials on "Educational Resources Management System" (PPBES in Education) were not prepared specifically for Academy programs, they have been used extensively in several seminars. A plan is now under way whereby NASE in cooperation with RC-ASBO and the CEMREL Regional Laboratory in St. Louis will develop and refine these materials further. Upon completion of this effort a package consisting of the ERMS publication, pamphlets, slides, slide films, charts and cassettes will be put together for use in inservice education programs at the state, regional and local school district level.

As the Model is expanded consideration will be given toward the development of other packages.

NASE
CONCEPTUAL FRAMEWORK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(NASE Staff)
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Occupancy
Management and Operation of Direct Service Programs
Management and Operation of Support Service Programs
Operation of Center -- with NASE Support
Evaluation and Revision of Programs

Establishment of General Objectives for the CENTER FOR EXPLORATION IN EDUCATIONAL POLICY AND ADMINISTRATION

"The Think Tank"

The "Think Tank" is a proposed Academy program to be developed at an early date. As indicated earlier, it has been placed high on the priority list. The amount of time to be devoted to this program would allow for substantially different and expanded experiences beyond the EXTENDED DEVELOPMENTAL EXPERIENCES PROGRAM. Therefore, more emphasis would be placed upon the developmental aspects of educational administration.

The "Think Tank" program could provide:

1. Opportunities for participants to analyze critically, selected national and international topics and issues (educational, cultural, social, economic, and political).

2. Opportunities for the participants to discuss and develop new administrative concepts and theories along with the nation's leading authorities in education, business, government, labor and politics.

3. Opportunities for the participants to create and develop new administrative techniques and procedures necessary for increasing effectiveness in educational administration.

This service could be designed to help the practicing school administrator to:

1. Develop broad insights into the important national and international topics and issues (educational, cultural, social, economic, and political) as they relate to the responsibilities and tasks of educational administration.

2. Develop new concepts and theories for solving a selected cadre of emerging and potential local, regional, national, and international problems.

3. Develop and create new administrative techniques and procedures based upon the new concepts and theories for problem solving.

In addition to the values which would accrue for the individual particpants, it is envisioned that the "Think Tank" might serve:

1. As a source of new ideas in the science of School Administration.

2. As a vehicle for helping to provide linkage between University programs for training school administrators and the "real world."

3. As a source of identifying problems, needs, topics and issues for Academy planning.

4. As a source of educational policy alternatives.

5. As a source of ideas toward shaping the future of educational legislation and the guidelines and regulations which follow.

6. As a source of identifying major topics, issues and questions for the guidance of special study groups and policy making bodies. Furthermore, publications on the role of education might evolve from the deliberations of these groups.

THE CENTER FOR EXPLORATION PLAN

Selection of Participants by AASA-NASE

Establishment of a Plan of Operation by Participants

Determination of Resource Requirements

Determination of Priorities

Resource Acquisition and Allocation according to Plans

Program Evaluation

Because so much of the developmental work in the aforementioned sub-categories is related to AASA and NASE policy making, the developers of the Model felt that it would be presumptuous on their part to display extensive plan content prior to further policy preparation.

However, recent meetings with members of the AASA Staff, the NASE Staff and the Development Commissions have resulted in an expression of ideas for this program.

The following compilation of ideas has been prepared without reference to sub-categories, format, and priority listings. Only those ideas which were supported by reasonable consensus have been included:

1. Participants in the "Think Tank" should be creative, imaginative, scholarly and at the same time should have a sound appreciation of the "real world" of the practicing administrator. It is suggested that the majority of the participants be invitees from a selected number of practicing school administrators. Selection of participants should be a joint responsibility of the AASA Executive Committee and the NASE Board of Directors, with strong assistance from the Development Commissions while they are still in existence.

2. Hopefully, the majority of participants will be able to consider a fairly long term of residence. With the exception of the special resource persons who will be brought in intermittently, it has been recommended that the terms for major participants might range from 3 months to 1 year.

3. Although the "Think Tank" is shown as a separate entity in the CONCEPTUAL FRAMEWORK, there is strong consensus that its organizational pattern must be such so as to avoid fractionation from the main body of the Academy. Every effort must be made to establish and maintain strong lines of communication with the various segments of the Academy and with AASA.

4. It is envisioned that outputs from the "Think Tank" will fall into three categories, i.e.,

   a. Giving direction to types of programs which the Academy should continue to offer, suggestions for their content and whenever feasible, assisting in their evaluation.

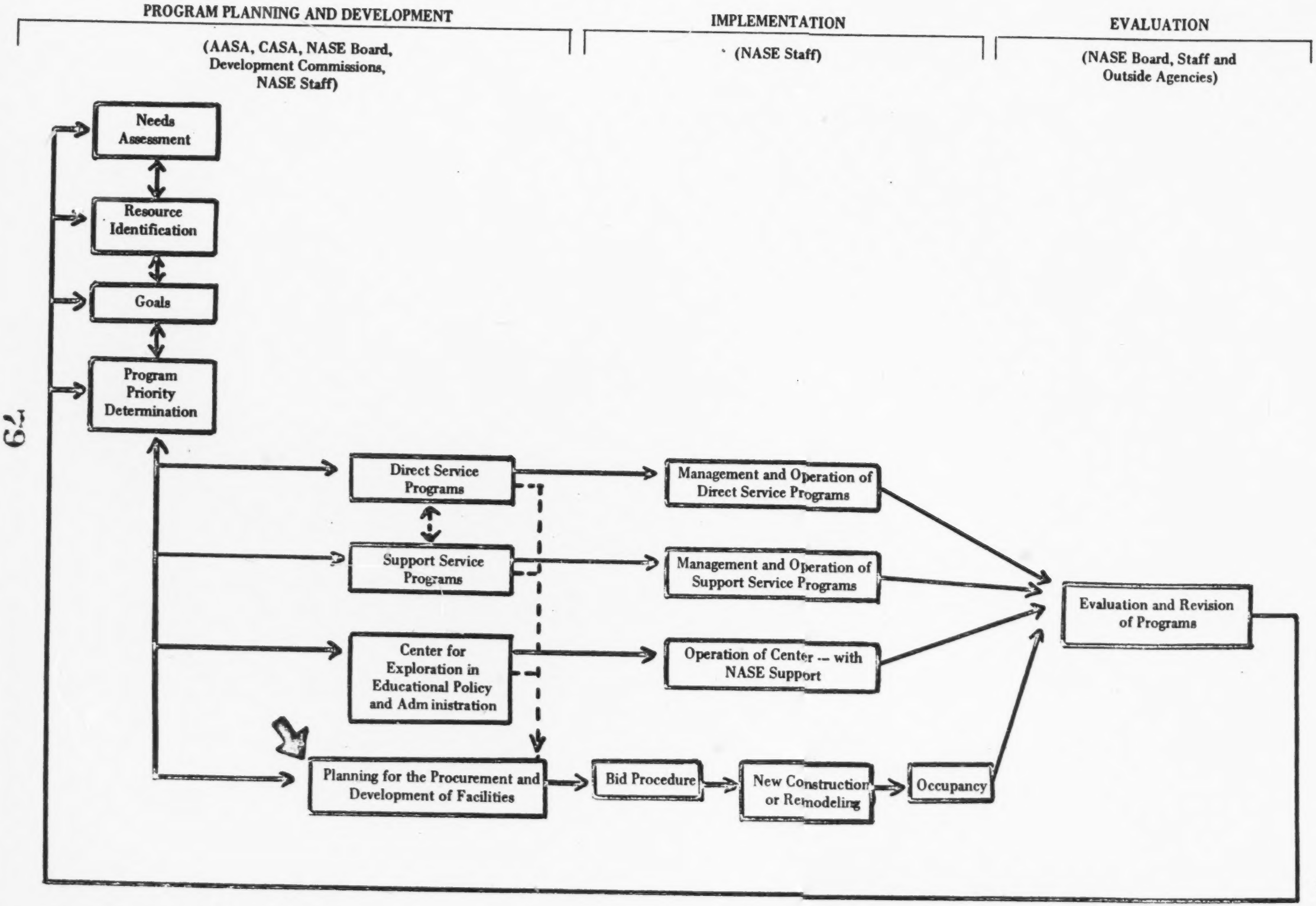
   b. To provide assistance to both the NASE Board of Directors and the AASA Executive Committee in the identification and study of major issues.

   c. When feasible, to prepare position papers which might serve as the basis for AASA policy position on National issues.

Even though all of these categories are deemed important, there is a strong consensus that the top priority is to render a strong assist in giving direction to the future of NASE.

5. Although there was no one best way suggested for supporting the "Think Tank" financially, some of the suggestions included foundation assistance; initial help from the USOE; the setting aside of a percentage of Academy income; donation of time by specialists; and, the utilization of sabbatical and grant leave by long-term participants.

NASE
CONCEPTUAL FRAMEWORK


PROGRAM PLANNING AND DEVELOPMENT
(AASA, CASA, NASE Board, Development Commissions, NASE Staff)
IMPLEMENTATION
(NASE Staff)
EVALUATION
(NASE Board, Staff and Outside Agencies)
Needs Assessment
Resource Identification
Goals
Program Priority Determination
Direct Service Programs
Support Service Programs
Center for Exploration in Educational Policy and Administration
Planning for the Procurement and Development of Facilities
Bid Procedure
New Construction or Remodeling
Occupancy
Management and Operation of Direct Service Programs
Management and Operation of Support Service Programs
Operation of Center -- with NASE Support
Evaluation and Revision of Programs

PLANNING FOR THE PROCUREMENT AND DEVELOPMENT OF FACILITIES

Examination of Programs and Services and their Priority Positions

Needs Assessment in Relation to Available Resources, Constraints and Potential Benefits

Preparation of a Schedule of Requirements

Selection of a Site or Existing Facility

Resource Acquisition

Resource Allocation

Preparation of Preliminaty Plans for New Construction or for Remodeling

Preparation of Final Plans for New Construction or for Remodeling

Because so much of the material to be developed in this component is dependent upon AASA-NASE policy decisions and further program development, no attempt has been made to prepare statements under the various sub-categories listed above. Therefore, contents will be limited to a compilation of information which reflects the findings and judgments of the Facility Development Commission, some members of the AASA and NASE Staffs and some members of the AASA Executive Committee, the NASE Board of Directors and the Instructional Systems and Program Development Commissions.

In most of the meetings and discussions with individuals an effort has been made to keep the following segments of the CONCEPTUAL FRAMEWORK as the focal points around which judgments might be formulated:

1. The assessment of the professional growth needs of the practicing school administrator.

2. The identification of available resources.

3. The identification of potential resources.

4. The assessment of the capabilities of the Academy.

5. The analysis of Academy capabilities as needed to satisfy the personal and professional growth needs of the school administrator in light of available and potential resources.

6. The identification of a set of goals for the Academy.

7. The identification of programs or topics and issues which may be handled appropriately by direct, indirect, and cooperative services from the Academy; the establishment of a set of priorities for these programs.

All of the discussions, whether formal or informal, utltimately end with the conclusion that NASE should be planning for permanent facilities at an early date. These same discussions invariably involve the question of AASA and its future facility requirements. However, this study is NASE-oriented primarily and it has no authorization for in-depth involvement of AASA. Naturally NASE, as an arm of AASA, has a strong commitment to work closely with officials of the parent organization in all of its programs and especially in facilities planning and development.

Recent action by the AASA Executive Committee requested the Executive Secretary to examine and report to the Executive Committee on alternate ways of getting closer involvement with NAESP, NASSP, ASCD, CCSSO, and other national organizations in the activities of NASE. It was suggested that the possibility of shared governance be examined.

Concurrently, members of the Facility Development Commission and the NASE Staff have been studying the more recent plans, facility-wise, of some of the other professional organizations. The most significant effort involves a recently formed corporation which has been named the "Center for Educational Associations" (a copy of its By-Laws appears as Appendix I of this document).

Inasmuch as the National Association of Secondary School Principals is one of the prime movers in the development of this new Center, extensive discussion has been held with Dr. Owen Kiernan, the Executive Secretary of NASSP. Information furnished by Dr. Kiernan reveals the fact that NASSP and NCTM (National Council of Teachers of Mathematics) are now moving into the facility construction stage. These new facilities are to be located in Reston, Virginia near the Dulles Airport.

The NASSP facilities design covers 20,000 sq.ft. and its overall cost is expected to be slightly over $1,000,000. The construction schedule calls for this facility to be completed by the Summer of 1973.

The Reston site consists of approximately 54 acres with about one-half divided in ownership among ten organizations, two of which are NASSP and NCTM. It is reported that the other organizations which have purchased land in the group of ten are:

Council for Exceptional Children
Association for Health and Physical Education
Music Educators Council
Distributive Education Association
Association for Supervision and Curriculum Development
National Council of Social Studies
National Business Educators Association
National Association of Art Educators

The National Education Association is the owner of the other half of the site (approximately 27 acres). The NEA, however, has not joined the aforementioned "Center for Educational Associations."

As indicated earlier, the NASE Project Staff has sought opinions re: this Model from several sources. Whenever possible, an attempt has been made to reflect consensus. However, because there are several unsolved problems and some difference of opinion in relation to facility needs the consensus in this instance will be limited to the NASE Staff and the Facility Development Commission. These two groups have reached a consensus on several items as follows:

1. New facilities should be sought for NASE and plans for procurement should proceed as expeditiously as possible.

2. If at all possible, the planning and development of new facilities should be in the form of a joint enterprise--i.e., AASA and NASE together.

3. Planning should be long range and the primary goal should be for services to AASA and NASE. Unused spaces in the early years of occupancy of a new facility should be rented to other organizations as is feasible. Also, it is recommended that the possibility of cooperative management services with other organizations be explored.

4. All things being equal, a facility outside of D. C. is favored.

5. Although the rental of extra space was considered, extensive rental over a long period of time is not favored.

6. The question of satellite facilities was considered but such are not recommended for the present. There is agreement that the idea of a National Center for AASA-NASE should prevail.

7. Although no final opinions were settled the group seemed to feel that enough land should be purchased so that a mall-type facility might be considered against a High-Rise Unit.

8. There is a strong recommendation that a facility feasibility study should be undertaken immediately. Hopefully such a feasibility study would be a joint effort by AASA and NASE. Furthermore, encouragement should be given toward completion of the study by the Fall of 1972.

A very recent action by the Executive Committee of AASA gave authorization for the expenditure of up to $204,000 for land acquisition for future AASA-NASE facilities.

At the most recent meeting of the Facilities Development Commission, after completion of the review of the Model, it was decided to spend some time conjecturing as to some of the spaces which might be required by NASE in light of the program envisioned. The results of this initial "rough" estimation are summarized as follows:

An open meeting space which could be divided into 3-4 smaller spaces for seminars (50 each, maximum)	8,000 sq. ft.
A library-information center to include computer space	4,000 sq. ft.
Office space for: 20 regular professionals 10 executive assistants 10 professional visitors 10 secretaries	10,000 sq. ft.
Office space for fiscal operations	1,000 sq. ft.

Storage Area Material Supplies Publications	5,000 sq. ft.
A Materials preparation center	3,000 sq. ft.
100-150 Hotel rooms including required auxiliary spaces	35,000-50,000 sq. ft.
One cafeteria--maximum seating, 100	6,000 sq. ft.

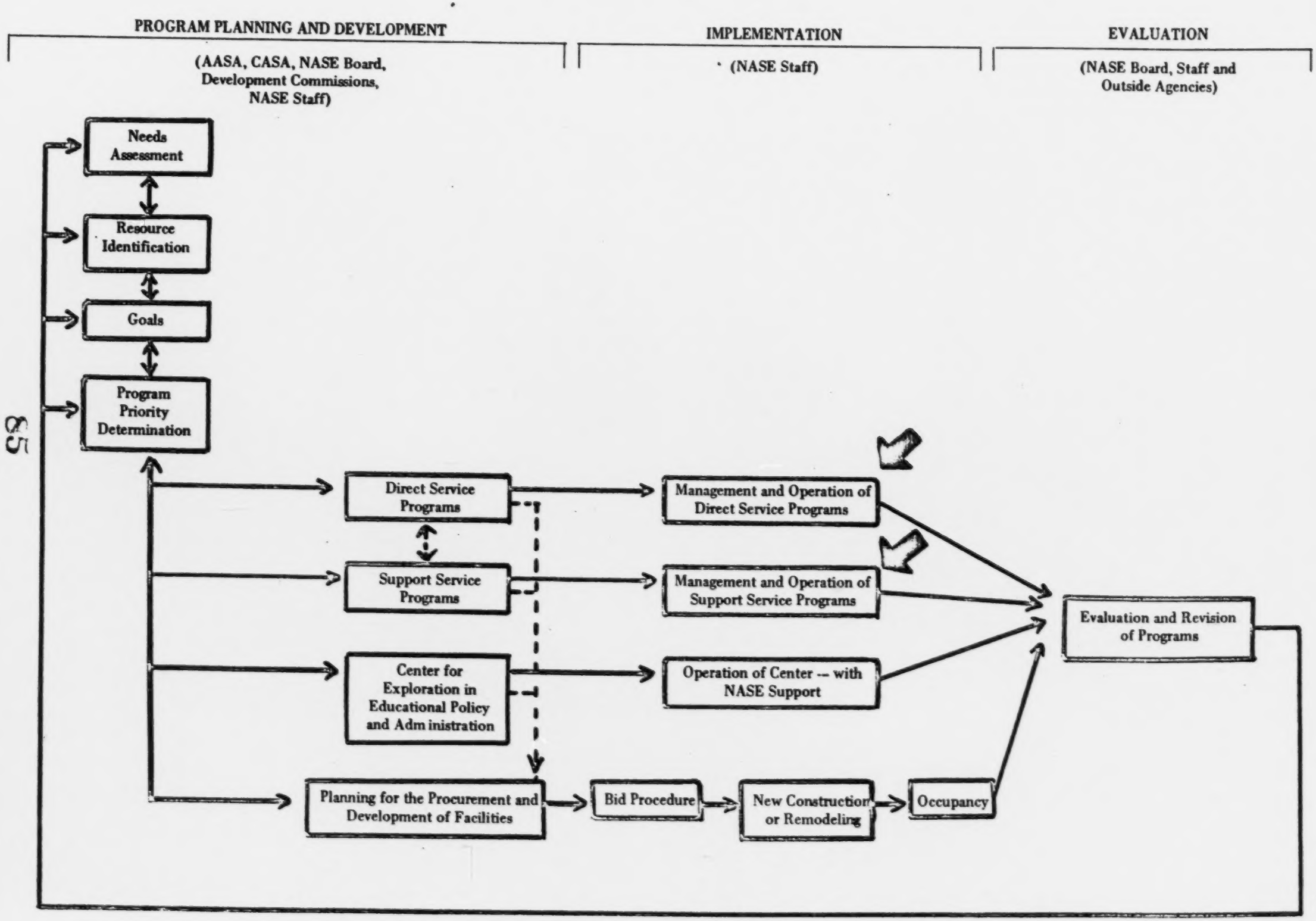
Examples of other spaces which might be given consideration, e.g., research facilities, larger spaces for certain types of management services if furnished for other organizations, recreational facilities, family living quarters, etc.

A reminder -- all of the above relates to potential NASE requirements. The persons preparing this document felt that they had no authority to include any statements about potential AASA requirements.

Examination of the aforementioned information regarding faciliites should clarify the reasons why much of the development of the Facilities Component of the Model is so dependent upon decisions by the policy making bodies.

IMPLEMENTATION

NASE
CONCEPTUAL FRAMEWORK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Evaluation and Revision of Programs

MANAGEMENT AND OPERATION OF DIRECT SERVICE PROGRAMS AND SUPPORT SERVICE PROGRAMS

Some assessment of the Academy's management and operating procedures has been in process for several months. The Director of the Academy has invited staff members to furnish inputs to the assessment process.

During the past year the Director and members of his staff have made it a point to spend more time on analysis and resource allocation. However, these efforts have been somewhat limited because of the lack of an overall Management Information System. Among the duties of the new Registrar and Fiscal Officer is an assignment which calls for the development of a Management Information System for NASE. The same is true in relation to AASA's New Director of Management Services. Obviously these assignments should not be undertaken without close cooperation and coordination between the two offices. It is quite possible that both AASA and NASE should design, develop and implement a common M.I.S. but which would contain certain sub-sections uniquely suitable for support to each of the Organizations.

Although the completion of this Model is not wholly dependent upon the completion of an M.I.S., the degree to which this particular component is expanded will be contingent to some extent upon a sound plan for data accumulation and display.

The Executive Committee of AASA has authorized the conducting of a management study of the Association and its affiliates. NASE is included in this study. It was begun in the Summer of 1971 under a contract with the Arthur D. Little Company. The study was completed in February, 1972.

Although the Management Study has a relationship with all of the components of this Model, it seems most appropriate to include major references to the Study primarily in the Management-Operation component. For the most part these references will be in the form of quotations taken directly from the completed "Management Study of the American Association of School Administrators" as prepared by the Arthur D. Little Team. The purpose of including the quotations is fivefold, namely:

1. To give persons reviewing the NASE Model a summary of the major conclusions and recommendations of the AASA Management Study

2. To illustrate the Management Study includes a strong recommendation for more comprehensive planning with emphasis upon the programmatic approach

3. To acquaint the persons reviewing the NASE Model with the possibility of a significant change in the AASA and NASE budgetary procedures

4. To call attention to the fact that the proposed NASE Conceptual Framework and Model reflect a high degree of compatibility with the components of the "possible new AASA budget formats"

5. To inform reviewers of the Model regarding recommendations concerning organizational relationships between AASA and NASE.

Appropriate comments and explanations will be included with the quotations as is deemed necessary and/or desireable.

Also, it should be noted that the preparation of the statements concerning this part of the Model, especially, were not accomplished in isolation from AASA Officials. Prior to preparation, discussions were held with Dr. Paul Salmon, Executive Secretary of AASA. Later, discussions were held with Dr. George Redfern, Associate Secretary. Dr. Redfern has been given the responsibility for developing some preliminary designs whereby work can be started toward adapting certain sections of the existing AASA budget to a project management format. A copy of the initial Project Management Form appears as Appendix J in this document.

Dr. Redfern reports that for the present two major projects will be developed on a trial basis. One of these projects will deal with AASA's leadership role in relation to the major issue of the methods of financing public schools in the future. The other project will be concerned with the improvement of skills of school administrators in managing employee relations. It is expected that these two projects will serve as guidelines for AASA Officials in determining the feasibility of the project management system and the degree to which it can be applied to the management and operation of AASA.

At this point it should be noted that AASA is using the terminology of "Project Management" whereas this Model uses the terminology of "Program Management." As indicated previously, there is a high degree of compatibility between the two procedures.

A Summary of Major Conclusions and Recommendations
as taken directly from the
"Management Study of the American Association of School Administrators"
Arthur D. Little, Inc. - February 1972

"1. AASA should define its goals in terms which permit their use in: (a) setting objectives and priorities, (b) organizing programs and activities, and (c) budgeting the resources of the organization. Work on this is already under way. Goals have been redefined and are being used now to guide program planning and budgeting.

"2. AASA should review its goals at least biennially in light of evaluated results of ongoing programs and direct feedback from members. These reviews contribute to needed redefinition of goals and reallocation of program efforts and resources.

"3. A 'fast response survey' of AASA members should be designed and implemented to obtain accurate information on constituent needs and on member response to ongoing programs or proposed ideas. This survey can be a useful instrument in AASA's evaluation processes. Suggestions for setting up and operating such a survey are offered in the Appendix to Section II of this report.

"4. The use of a carefully structured AASA survey panel of perhaps 500 or 1,000 members is suggested as a possible vehicle for involving AASA members more effectively in contributing to governance decisions for the Association.

"5. We recommend that AASA relocate its headquarters operation. It is most desirable that any new location also accommodate the facilities and operations of the National Academy for School Executives (NASE). Considerable benefits seem possible (but are yet largely unrealized) from synergistic interaction of AASA and NASE programs and staff. Geographic separation effectively precludes a desirable degree of cooperation and interaction.

"6. We recommend increased initiatives to develop joint programs or projects with other education-related organizations and associations, if such efforts will help achieve AASA goals in ways or to a degree not possible from unilateral AASA effort. The planning of such joint programs is facilitated if cordial relationships exist between top level officials of the organizations.

"7. We endorse the proposal to combine the AASA's Jury on State Subsidy with the Association's new AASA-SASA Relationships Committee. Further, we suggest that, in allocating available subsidy funds, they be concentrated enough to make a significant and early impact on strengthening a subsidized state association, instead of distributing available funds so widely (and thinly) that their impact is attenuated.

"8. Budgeting should be revised so as to become a more useful program management tool. AASA needs a single, unified budget covering all operations including NASE and outside contract projects. The budget should relate sources of funds to specific uses of funds where possible. Budgetary norms should be developed for typical project management as points of

departure in budgetary planning. The budgetary process should pro-rate general expenses to projects and programs, and allocate labor costs of individuals to those projects and programs. Finally, the budgetary process should analyze not just the programs in being or the ones the staff would like to do, but also alternatives to these. Dr. Redfern is initiating and guiding the budgetary transition process with considerable understanding. We endorse the Project Management Form being used in formulating new project plans as embodying those elements which belong to the program budgeting process.

"9. We believe that a membership dues increase is imperative.

"10. We recommend the establishment of the position of Business Manager to: facilitate the refinement and use of the new budgeting process, control costs, supervise purchasing, guide the utilization of EDP for membership record keeping and billing, improve personnel administration, carry out work simplification, and oversee office practices and the distribution of work loads among secretaries and other support staff. The Business Manager should report to the Executive Secretary.

"11. We recommend that the AASA Investment Committee place the responsibility for managing the AASA investment portfolio in the hands of an investment company or an investment counseling firm, and not with a broker or a mutual fund.

"12. Significant opportunities exist for AASA to extend its present impact through the upgrading of its information services and communications processes. To spearhead this development we recommend the establishment of a new position: Director of Communications and Information Services. This Director should report to the Executive Secretary. Reporting to the Director should be the Publications Coordinator (until her retirement, when that position should be phased out) and the Educational Research Service (ERS).

"13. Several factors contribute to the need to establish the new position of Convention Director, which also should report to the Executive Secretary. This position would embody responsibilities for managing the exhibit (now contracted out to NEA) and also those of the Convention Coordinator when she retires.

"14. As implied earlier, AASA should organize its major efforts as programs and projects to achieve desired goals. We recommend that top level staff be assigned by the Executive Secretary to function as program managers in planning and controlling the activities built into the program and guiding the persons comprising his program or project team. Upgraded and extended support services from the new Director of Communication and Information Services, Convention Director, and Business Manager should enhance the effectiveness of both the program manager and his program or project.

Membership growth is suggested as one program, and we recommend that the Membership Section report to and work with the Associate Secretary requested by the Executive Secretary.

"15. We recommend adoption of the basic organization structure shown on page II-33 at the end of Section II.

"16. A revised salary structure was developed and is discussed in Section III of this report. We recommend adoption of that structure and the salary ranges shown at the end of that section on pages III-10 and III-11.

"17. After comparing fringe benefit packages of the NEA with other "benchmarks" in the Washington, D. C., area, we conclude that organizations continuing to match the NEA package will find themselves increasingly and expensively out-of-step with business and industry and even with the Federal government. We suggest that a package averaging somewhere between that offered to the majority of District area office workers and that offered by the Federal government would be both fair and competitive. Such "benchmarks" are easy to monitor on a continuing basis.

"18. We are much impressed by the constructive impact of the new Executive Secretary of AASA. His management style is precisely "right" for AASA. Staff are enthusiastic about his openness and the way he has improved communication through regular staff meetings and briefing sessions. Already there is positive response to the degree to which more staff are being effectively involved in planning and decision-making. Such trends toward capitalizing more on the resources represented by the variety and depth of staff capabilities and experience enchance the value of using program management concepts in efforts to achieve AASA's high priority goals. The use of top level staff as program and project managers permits (and even requires) more people to report to the chief executive officer than would be feasible in more traditional organizational schemes. In conclusion, we believe that AASA staff demonstrate a capacity and a willingness to take full advantage of this study in further improving AASA's organizational effectiveness."

As will be noted, all of the aforementioned Conclusions and Recommendations also have - to varying degrees - implications for NASE and its future. However, considerable more examination of the Management Study must be made before it is determined to what extent the Recommendations will be adopted. Obviously, policy determination is a big factor. Therefore, until such time as the policy and decision-making authorities complete their deliberations regarding the Management Study, it would not be appropriate for the developers of the NASE Model to illustrate the extent to which the Model has the capacity to be integrated with the "pathways" suggested in the Management Study.

The Trend toward more Comprehensive Planning with Emphasis upon the Programmatic Approach

In the NASE CONCEPUTAL FRAMEWORK, Needs Assessment, Resources Identification, Goal Preparation, and Program Priority Determination are shown as major components of the PROGRAM PLANNING AND DEVELOPMENT Process. As an illustration of a rather high correlation between the Planning component of the Model and the Management Study, the following observations and recommendations are quoted directly from the "Organizational Processes, Functions and Structure" Section of the Study:

> "We found that the 'official' goals of AASA, as presented in several of its publications, were not being purposefully used in ordering the activities and in budgeting the resources of the organization. (This was a major concern of the new Executive Secretary, and was commented on in several of our interviews with staff.) Consequently, we suggested the establishment of an AASA task force to begin work (with initial guidance and participation by ADL) on the critically important process of examining and redefining goals. This task force was chaired by the Executive Secretary and became known as the 'Allen Room Group'. Its purpose was to produce goal statements by and for AASA that would be useful in a management sense, i.e., for ordering of priorities, to permit description of programs (projects and activities) as vehicles to achieve the goals, and to facilitate evaluation of the effects of resources budgeted and applied for the achievement of specific goals.
>
> "This is a very time-consuming process and is still continuing. However, results are already evident. A new set of goal definitions has been derived after discussion and consideration of earlier goal statements, AASA resolutions, information from a recent membership survey, impressions of staff from working relationships, with members, etc. Now one of the Associate Secretaries has begun work in consultation with a member of the ADL team, to specify the kinds of programs (projects and activities) which could be used to achieve the redefined goals, and the resources required (staff time and budget allocations).
>
> "This will undoubtedly result in the need to make some hard choices, since resources are limited. It will force the setting of priorities among goals and in resource allocation, and probably will result in the development of programs which can be used as vehicles for the achievement of two or more related goals.
>
> This is, of course, the kind of situation in which program budgeting would be quite useful. And it is the course AASA is electing to follow with our support.
>
> "The process of goal setting should be an iterative one, and we believe our suggestions regarding this process will be useful guidelines to AASA staff as it periodically (we suggest at least biennially) reviews and updates the input from the Association's membership in this process. At the present time AASA has no vehicle which can facilitate such participation in an efficient, effective way.
>
> "We recommend the use of a 'fast response survey' of AASA members for this purpose. (It will also be useful for other purposes as mentioned later.) The sample of members surveyed should be a statistically reliable cross sec-

tion, and the survey procedure should be well organized and efficiently conducted so as to obtain the 'fast response' desired. This approach was suggested to AASA staff and to the Executive Committee, and the Executive Secretary asked that we recommend specifically how such a polling process or survey should be organized and carried out. Consequently, we have appended to this section, Working Memorandum EBC-1 (7 January 1972), 'Suggested Procedures for Conducting AASA Fast Response Survey.'

"We agreed to comment on several other topics or issues relating to general strategies of goal setting in an association such as AASA. They are treated briefly below.

"a. Selection of Leverage Points to Maximize the Association's Influence In Various Sections of Education

"There seem to be at least three principal criteria which should guide AASA in deciding what to do and to (and with) whom: (1) intensity of the need for change, (2) where will the application of available resources yield the greatest return (i.e., the most desired change), and (3) what forces (agencies and resources) can be mobilized efficiently to produce pressures in desired directions. (These criteria, and others, are obviously implicit in the remarkable job of preparing the Conceptual Design for NASE, December 6, 1971.)

"For example, two 'needs' for change/improvement in education have received a good deal of attention in AASA (we pick these two just for illustrative purposes): (1) improving the administrative skills of school administrators, and (2) educating governmental and educational leaders about ways (principles?) of coping with the new problems of financing public education. Perhaps, as tested through feedback from conventions, regional conferences, membership surveys, national polls, etc., these two needs might meet the first criterion of intensity. NASE obviously has determined that its programs can meet the second criterion of yield, at least in upgrading school administrators' administrative skills and probably in educating leaders regarding educational finance. But maybe other sources of influence could be applied on subjects other than the clientele of NASE and with comparatively high yield. Perhaps an additional important impact could be generated through an organized and focused effort to involve university professors, especially those who offer preservice education to administrators, some of whom are members of AASA. And perhaps a greater number could be stimulated to become more active in AASA. (Parenthetically, it has seemed to us that in the past AASA's efforts (programs and services), including those of NASE, have been focused very large on school superintendents, as contrasted with efforts on or with other groups for the good of school administrators. AASA's involvement with other 'Big Six' associations and President Geissinger's representations, along with leaders of eight other large education organizations, to President Nixon are of course notable and recent exceptions.)

"Application of the third criterion can lead toward two different and important decisions: (1) If the need is critical and the ideal (high yield) target is identified, but no other agency or group is interested in making the necessary developmental effort, then AASA is automatically 'elected' as 'the best' agency to do something about it; or (2) It may be decided that an ad hoc consortium or combine of organizations/associations potentially could apply more resources or influence in a greater variety of critical places than AASA could alone. In which case it is most important that organizational relationships between AASA and other potential partners are sufficiently cordial to permit effective joint planning and action."

The Problem of How and to What Extent the Budgetary Process of AASA is to be Changed

This problem will not be solved readily. It will require considerable more study and deliberation. Because final decisons regarding design changes will not be available prior to the completion of this Model, it will not be possible to include official guidelines for such as part of this document. However, the Arthur D. Little Team has included, in the Management Study, a series of statements relative to the problem and which are fundamental in support of the change process. These statements relate closely to the preliminary work on Budgetary change now being undertaken by Dr. Redfern. Because of this relationship a rather large segment of the section on Budgeting is being quoted verbatim:

"B. ORGANIZATIONAL SUPPORT FUNCTIONS

1. Budgeting

"Under this topic we present those considerations we believe should govern AASA's selection, implementation and use of a budgetary process and general format appropriate to the sound management of its operations.

"Since much of the period of this study was devoted to the required and time consuming first step of AASA staff involvement in redefining goals, insufficient time remained for the steps of: (1) agreeing on the programs and projects to be undertaken to achieve the goals; (2) breaking down the programs and projects into component activities and tasks, resource requirements, completion dates, expected results, and evaluational criteria; (3) analyzing project costs and revenues; and (4) reaggregating total project costs vs. revenues in an overall budget. Consequently, our suggestions deal with processes and formats, and not with a finished or detailed system. Dr. Redfern is coordinating with considerable understanding the AASA staff work required to move through the steps outlined above.

"a. Budget Concepts

"Budgets are usually related to a plan (explicit or implicit) and are regarded in many instances as determinative of spending behavior. They are usually meant to serve as a control, either for self-discipline or the monitoring of others. Sometimes they allocate what is needed, even if what is needed may not materialize; sometimes they allocate what is available, even if that is too little or too much. More sophisticated usage regards budgets (and the plans to which they adhere) as flexible guides to action, subject to revision in the light of the feedback of 'variances' from expected events.

"Traditionally, budgets have been cast in forms that facilitate the work of accountants, auditors, reviewers, tax officials and comptrollers. More recently they have been recast in ways designed to help decision-makers evaluate future-oriented decisions and 'tradeoffs.' The trend in their usage is away from the purely custodial, toward the managerial.

"Less sophisticated budgets are reviewed as measurements of 'outgo' or spending, while more sophisticated ones are conceived as devices for

coordinating income and outgo by relating particular costs or particular resources. In recent years budgets have also come to be used more and more as devices for measuring the 'cost effectiveness' of specific programs set up to achieve specific organizational objectives.

"In profit-seeking organizations, governed by a clear maximand, budgeting is a more critical process, and a lack of sophistication in it can be punishing. In not-for-profit organizations or foundations, budgeting processes need to be geared to a more pluralistic mode of behavior and can be regarded as more suggestive than definitive.

"In many nonbusiness organizations budgets emerge as a result of a series of prudent improvisations to control the timing, the accuracy, the honesty and the sufficiency of expenditures. Different parts of an organization may develop their own departmental budgeting, or special arrangements in support of a contract with another outside organization.

"It is not uncommon for budgets to take on a moralistic coloration, with deficits being 'bad,' and surpluses 'good,' and 'balancing' every time the moon has been full 13 times a moral imperative. A 'functional' view is considered more sensible, since some surpluses are indications of timidity or sluggishness; some deficits reveal poor planning; and some unbalancing may be required for survival or outgrowth.

"Many organizations treat the annual budgeting process as an exercise in the incremental adjustment (or continuation) of the magnitude of last year's spending categories. These categories usually abstract from all activities a set of specific expenses (postage, office supplies, etc.) and treat others as large lumps (rent, utilities, payroll, etc.). Since 'postage' and 'rent' are not purposeful programs, the only purpose of the budget is 'economizing' - yet even this can be undermined by the practice of spending everything allotted lest next year's allocation be cut. Other organizations re-think their budget categories every year from a synoptic viewpoint, and assign proportions of rent and postage and the like to each project in being. Overhead is then assigned to these projects according to an overall strategy and its priorities.

"b. Budgeting At AASA in 1971

"With reference to the above concepts and practices, the current budgetary process at AASA is fairly rudimentary and unsophisticated - a fact that is well understood and not at all surprising. Budgeting activities - they cannot be called a system - are rational, expedient, meticulous and not unduly time consuming; i.e., they are efficient and consistent on their own terms. They are not, however, serving a managerial function. Their impact on planning, organizational strategy and tradeoffs is minimal. Indeed one gathers that it has been traditional to rely on investment income to wash away operational cost problems.

"Budgeting at AASA can be summarized as custodial, improvisational, disjointed, incremental, outgo-oriented, accounting-centered, and administrative rather than executive. This characterization is offered as a set

of clinical observations, not as an implied rebuke, and not on the premise that all organizations ought to behave like big business firms.

"It is not at all uncommon for professionally oriented not-for-profit organizations to be somewhat amateurish about their budgets. Housekeeping is boring, and the opportunity cost of devoting time and imagination to 'number pushing' and 'checkbook balancing' seems high.

"c. The Issue to be Decided

"This raises the question whether AASA should 'bother' to overhaul its present budgetary practices; and, if so what degree of sophistication, rigor and complexity would be optimal for an organization of its size, needs, resources, purposes and general character.

"Certainly there should be no compulsive imitation of the most elaborate corporate budgeting process. Any changes from present practices should be comfortable, economical, easy to get to from here, and - most importantly - of the kind that makes it easier for AASA to formulate and revise its plans and read its progress on the way to their fulfillment.

"d. Minimum Requirements For Change

"First, AASA needs a single, unified master budget covering all of its domain, including NASE and government contract projects.

"Second, the AASA budget should relate sources of funds to specific uses of funds where possible.

"Third, AASA should develop budgetary norms for typical project management as points of departure in budgetary planning.

"Fourth, AASA should have a budgetary process which shows general expenses pro-rated to projects and programs and which allocates labor costs of individuals to those projects and programs. At a minimum, costs (and their revenue sources) should be related either to the organizational growth plan or to the organizational maintenance plan.

"Fifth, AASA's budgetary process should analyze not just the programs in being or the ones that the staff would like to do, but alternatives to these.

"e. What Sound Budgeting Presupposes

"Sound managerial or executive budgeting is not a matter of selecting a set of unified, rational, coherent and properly inclusive forms. That is the final step in a process that presupposes an analytic capability.

"This capability begins with statements of goals cast in operational rather than aspirational form. For each goal there is a set of options or alternatives, each with its own cost implications. Beyond these lie

the contradictory and complementary aspects of the options to be chosen for each goal. All of the possibilities uncovered here have associated risks and degrees of probability that need to be assessed.

"Absent this kind of substructure, budgets are simple allowances, parentally supervised to see that the family lives within its means and makes ends meet. If AASA means to grow and have decisive impact in other than fortuitious, intuitive and opportunistic ways, it will need a new budgeting process and the prerequisite planning and strategizing capability.

"We are not saying that all organizations must be relentlessly rational and single-minded. It can be pleasant and rewarding to explore casually, to do one's own thing, to refine past successes, and not to keep track of every penny spent. There probably is not enough of this sort of thing in our society. It is up to AASA to say how disciplined a course it wishes to pursue and how precise a set of allocations and evaluations it feels it should try to make. These are questions best answered not in terms of abstractions, but in terms of how much the organization wishes to accomplish and how soon and at what sacrifices."

The Components of a possible new AASA Budget Format and its' Compatability with the NASE Model

The following is a continuation of a quote from the Organizational Support Functions Section of the Management Study.

"f. Budgetary Conversion in 1972

"AASA will convert its budgetary process during 1972 from its traditional mode and format to a programmatic one. The current budget will prevail officially until the new process has 'swallowed up' all the costs and revenues. It is expected that the 1973 budget will be a fully converted one, and it is possible that by September of this year the 1972 budget may have been completely recast.

"The budgetary conversion process has been agreed upon not as a mere formality or as an exercise in mechanical restructuring, but as a means of first stimulating and then institutionalizing a continuing dialogue on the allocation of AASA resources to carefully planned projects which reflect the evolving goals and priorities of the organization. It therefore calls for careful deliberations, broad participation and able administrative leadership.

"The process of transition is to be guided at AASA by Dr. George Redfern, whose comprehension of and sympathy for the new approach promise to make the conversion project a successful one both in form and in spirit. This happy outcome, however, depends on his having sufficient time to coordinate the program planning that is the essence and basic purpose of the conversion.

"The conversion process will begin by focusing on two or three major projects intended to produce specific desired outcomes this year in pursuit of major AASA goals. (These projects might deal with matters of financing public education, school administrators' skills in the area of employee relations, or problems of big city superintendents.) Such projects will be broken down into component tasks or activities, resource requirements, completion dates, expected results and evaluational criteria. From this analysis project costs and revenues will be derived.

"To keep the planning of the first two or three projects 'in touch with reality' it will be useful to do the planning against the background of an inventory of man-hours and monies already 'mortaged' to essential routine operations and to activities not yet subjected to program-budgeting scrutiny. (Dr. Redfern already has such an inventory under way.) It is, of course, also important to 'confront' each developing project plan with all of the others, so that their cross-implications are seen at an early date. This will force certain 'tradeoff' decisions; it will also reveal some 'piggy-back' economies and some opportunities for synergy.

"It is recognized that the whole conversion process - as well as each project development process within it - are iterative processes. One cycles and recycles, so that the final budget emerges through a series

of increasingly refined approximations. In such a process objectives, timing, constraints, allocations and priorities 'learn' from each other as they 'collide' in tentative configurations."

The Arthur D. Little Working Memorandum DHG-1 (8 October 1971) under the heading of "Budget Building Blocks" displays pieces of a possible new AASA budget format as follows:

"Objective: general - improve the quality of education in the U. S.
specific - help develop the skills of secondary school administrators
target - rural-urban sample mix of administrators under 40 with doctoral degrees
time frame - academic year 1971-72

Program: action research in techniques of conflict management in secondary school environments

Project: study of work stoppage episodes in the collective bargaining process between teachers and school administrators

Activities: research: historical data: codify and evaluate
seminars: analyze case histories with current bargaining partners
field study: observe current disputes
instruction: sensitivity training for administrators
publication: prepare 'guidelines for conflict management' - part 1 (bargaining)

Costs: professional services
travel and lodging
communication
clerical support
sub-concontracting
share of overhead

Revenue Sources: membership dues
earmarked grants
fees for services
public funds
community subscription"

Earlier in this section, which involves Management and Operation, there is a reference to a new Project Management Form. As indicated a copy of this form, as designed by Dr. Redfern, appears as Appendix J of this document. The Arthur D. Little Team in its' Study indicates that the Project Management Form, in their opinion, embodies most of the ten elements which they feel belong to the program budgeting process:

"1. generalized, continuing goals of AASA

2. specific 1972 objectives related to general goals but expressed in operational terms

3. ranking of objectives in order of urgency or importance

4. opportunities for taking action and achieving 'leverage'

5. targets for specific impact

6. tasks, activities and events to implement a project

7. resources for the accomplishment of tasks

8. costs of resources, including 'opportunity cost' of foregoing alternatives

9. specific outcomes intended and expected

10. monitoring-adjusting plan to meet contingencies"

Persons reviewing the NASE Model will recognize that there are many pieces of these formats which are the same or quite similar to those contained in the Program Plan and/or the cost Element Structures of the Model.

As AASA and NASE gain more sophistication in the programmatic approach it should be possible to design and develop a master program budget. Naturally, there will still be variables in each due to certain unique characteristics of both AASA and NASE. However, with careful planning, these variables should not present any major problems in the shift to the programmatic approach.

The following three paragraphs which appear in the Study immediately following the aforementioned "Ten Elements' seem most appropriate as concluding statements for this particular sub-section of the Management and Operation Component:

"In the first year of program budgeting an organization must devote more time and attention to the process than will be necessary after there has been some advance along the 'learning curve.' Therefore, it is important for AASA to avoid overly ambitious projects or an overload of projects in 1972. Where feasible, it would be desirable to plan AASA efforts as complementary or supplementary increments to kindred activities of other organizations, making use of other people's momentum and tapping into other resource pools. A project might receive extra 'priority points' if it has the ability to 'amplify' itself through tie-ins to compatible external projects.

"Since one of the purposes of program budgeting is to facilitate continuous evaluation and adjustment of the allocation of resources (rather than leaving the budget on automatic pilot once it has been 'set for the year'), it should embody a monitoring plan and a set of contingency alternatives to set in motion if budgetary feedback indicates that objectives and outcomes are not being achieved as expected. The monitoring plan should indicate what variances in costs and scheduling require a reassessment and reformulation of plans.

"It is easy for specialized professionals to pursue to excess the kinds of excellence of which they are capable, and it is of the essence of budgetary planning to place limits on the pursuit of excellence. Thus, the coordinator of the project planning process must give timely and defensible 'guidelines' to the planners so that they may scale their objectives and implementary activities accordingly. Care must also be taken to determine minimum feasibility levels, lest resources be wasted on insufficient endavors. (This point was made earlier in a different context, and we would like to emphasize it again.)"

Recommendations Concerning Organizational Relationships Between AASA and NASE

Here again, a direct quote from the Management Study sub-section - "Organizational Relationships with NASE" - appears to be the best of covering this topic in capsule form:

> "The establishment of the National Academy for School Executives (NASE) by and within AASA was a truly major step in AASA development. NASE provides needed services in support of AASA goals and is expanding rapidly and with very considerable success. It embarked early on an extensive developmental planning process, the most recent product of which is the comprehensive publication, A Conceptual Model, December 6, 1971. This model describes a phased plan of development, providing alternatives regarding scheduling of new types of programs and services contingent upon emerging demand and availability of funding. It is an excellent though elaborate example of kinds of planning which would be useful in establishing and managing other AASA programs and projects.
>
> "In spite of the success of NASE, there seem to be unrealized opportunities for increasing the 'yield' of synergistic interaction between AASA and its offspring. The physical (and psychological?) separation of the two organizations inhibits potentially beneficial cooperation and interaction. Thus, positive steps are needed to establish closer physical continguity, increased sharing of staff resources, and improved sharing and use of materials and information produced by the two staffs. So far, most of the 'interaction' has been one way: participation of Associate Secretaries in NASE Seminars as seminar leaders and reresource persons, and service to NASE interns by the Educational Research Service section. As AASA moves more to the use of program managers and project teams, opportunities will increase for the utilization of NASE staff (including interns) and of resource persons outside AASA identified and 'calibrated' by NASE.
>
> "Significant additional benefits seem possible from purposeful efforts by both organizations to promote further and more systematically the programs and services of the other. Perhaps the new Director of Communication and Information Services can be useful to both in designing mutually beneficial advertising and promotional strategies and activities.
>
> "We believe any actions which maintain or increase the physical separateness of NASE from AASA headquarters will rob AASA of opportunities to capitalize fully upon the potential represented by effective interaction of NASE personnel with other AASA staff. In our opinion this should be a major consideration in planning possible relocations."

In September, 1971 the AASA Executive Committee and the NASE Board of Directors met in joint session for a day. The major purposes of this meeting were to give members of the Executive Committee an overview of NASE accomplishments during the past year; to acquaint them with the status of the long range plans of the Academy; and, to discuss future organizational relationships between AASA and NASE.

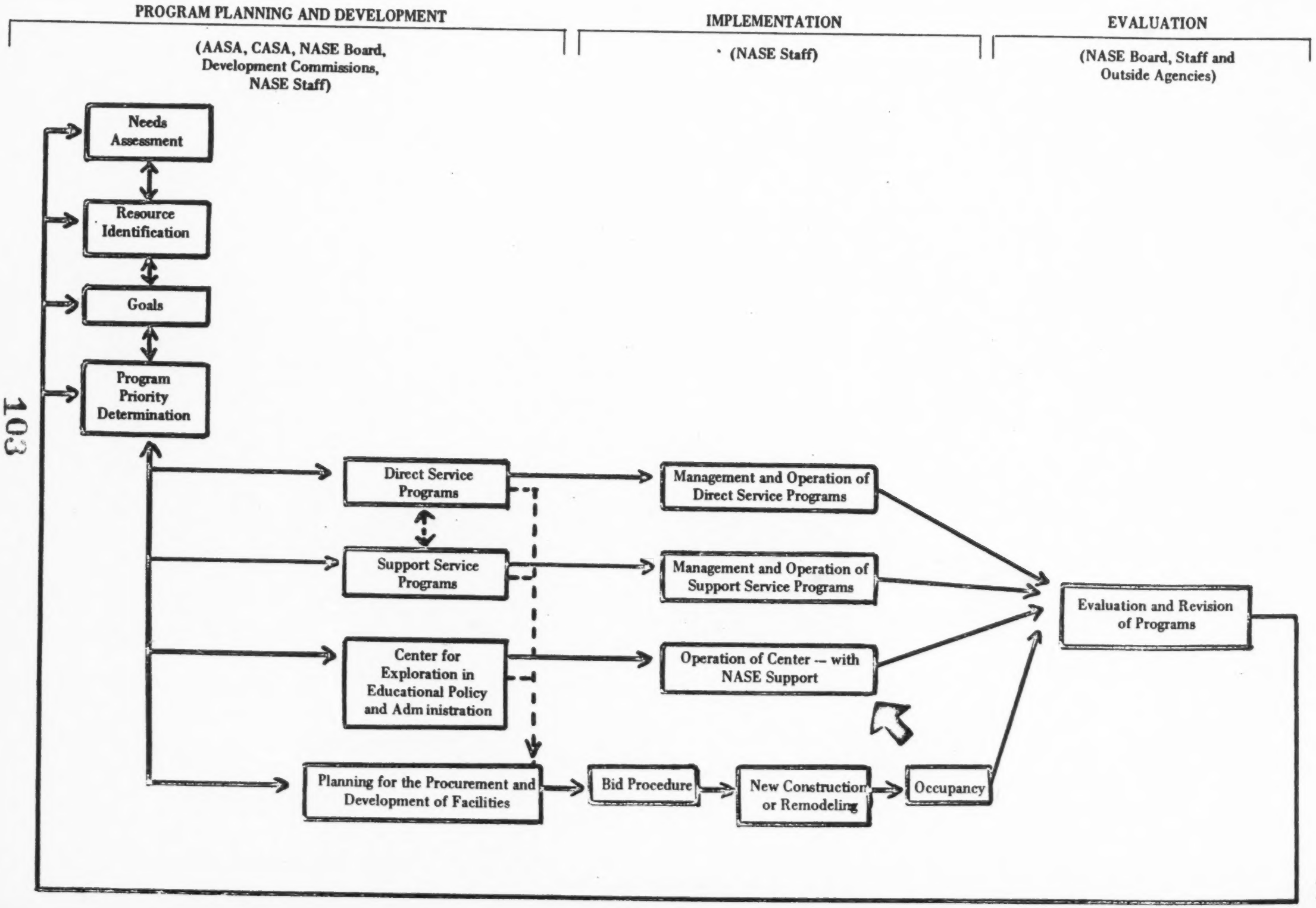
The discussion fo future organizational relationships resulted in an agreement that a new responsibility matrix should be prepared. Members of the Executive Committee requested that this proposed new matrix be available for review at the

November meeting of the committee.

The new matrix was prepared under the direction of Dr. Paul Salmon, Executive Secretary. It was presented at the November, 1971 meeting of Executive Committee and was adopted unanimously. It appears in this document as Appendix K.

Obviously much more in the way of overall planning must be done before an extensive change in Management and Operation can be accomplished. Further study of proposed changes must be undertaken by the Executive Committee of AASA, by the Board of Directors of NASE and by Staff Members of both AASA and NASE. The results of more comprehensive planning and study are certain to bring about the need for further policy determination and some new administrative regulations. Therefore, no attempt has been made to incorporate additional guidelines into the Management - Operation Component other than those recommended primarily in the Management Study. This decision was made as a result of conferences with Dr. Salmon at which time the Management Study and its' implications for AASA and NASE were discussed extensively.

NASE
CONCEPTUAL FRAMEWORK


PROGRAM PLANNING AND DEVELOPMENT
(AASA, CASA, NASE Board, Development Commissions, NASE Staff)
IMPLEMENTATION
(NASE Staff)
EVALUATION
(NASE Board, Staff and Outside Agencies)
Needs Assessment
Resource Identification
Goals
Program Priority Determination
Direct Service Programs
Support Service Programs
Center for Exploration in Educational Policy and Administration
Planning for the Procurement and Development of Facilities
Bid Procedure
New Construction or Remodeling
Occupancy
Management and Operation of Direct Service Programs
Management and Operation of Support Service Programs
Operation of Center -- with NASE Support
Evaluation and Revision of Programs

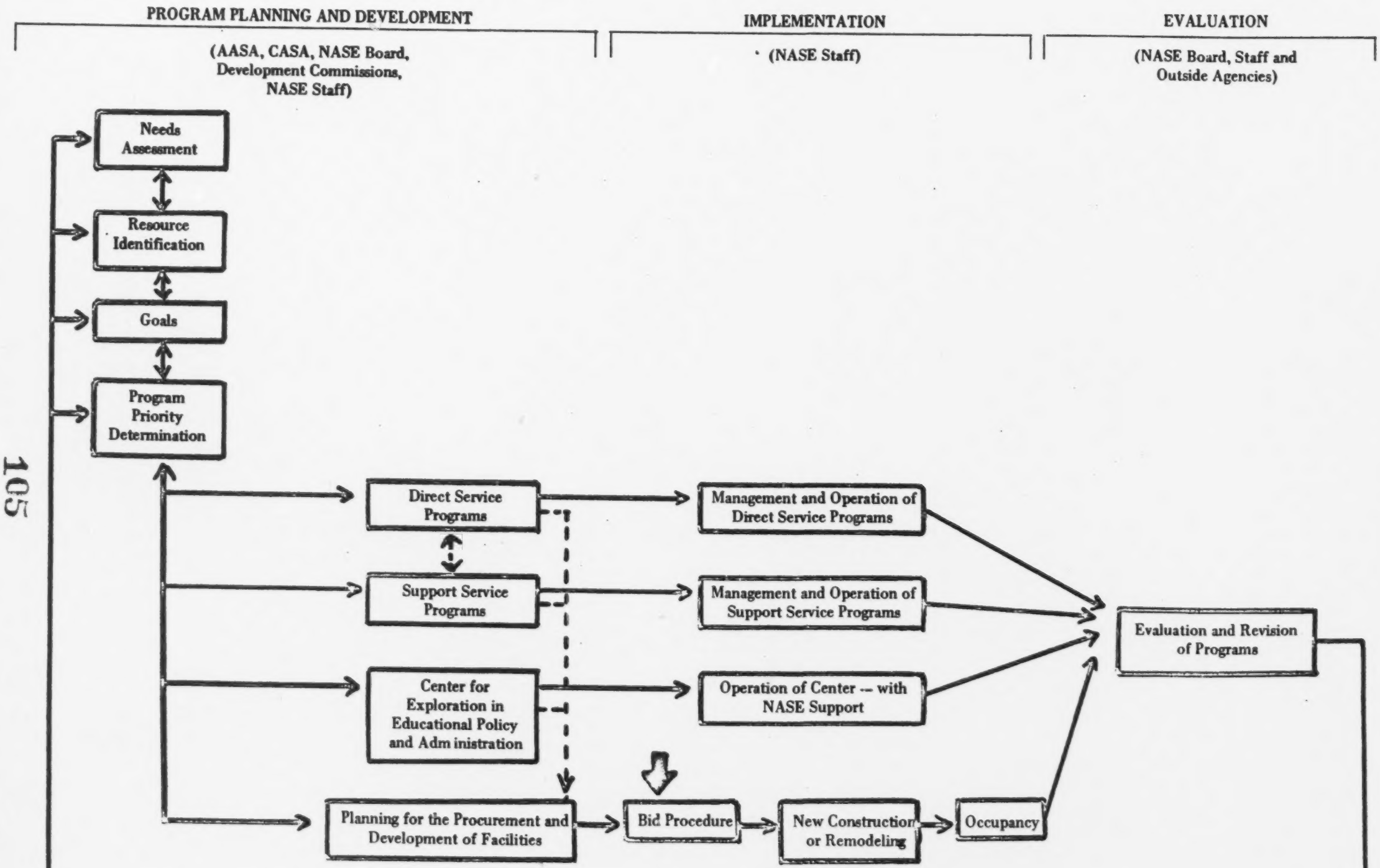
Operation of "Center" with Support from AASA-NASE

It has been envisioned that the "Think Tank" should operate with a minimum of supervision from AASA-NASE. Here again policy determination is a major factor. Based upon earlier discussions it would seem advisable to have the AASA Executive Committee and the Board of Directors of NASE act jointly in the establishment of policies to govern the operation of the "Center".

The subject of the operation of the "Think Tank" was discussed at the NASE Board Meeting in Reno in May 1972. Board Members felt that further study and development of the "Center" concept is needed before operational procedures are established. Consequently the Board took action which placed the responsibility for further study and development of the "Center" with the Program Development Commission. This action by the Board also encouraged the Commission to make recommendations regarding operational procedures.

Because of the high priority given to this program, it is expected that this proposed assignment will be undertaken by the Program Development Commission at an early date. The outcomes of the Commission's study will then be transmitted to the NASE Board of Directors and the AASA Executive Committee for final policy determination.

NASE
CONCEPTUAL FRAMEWORK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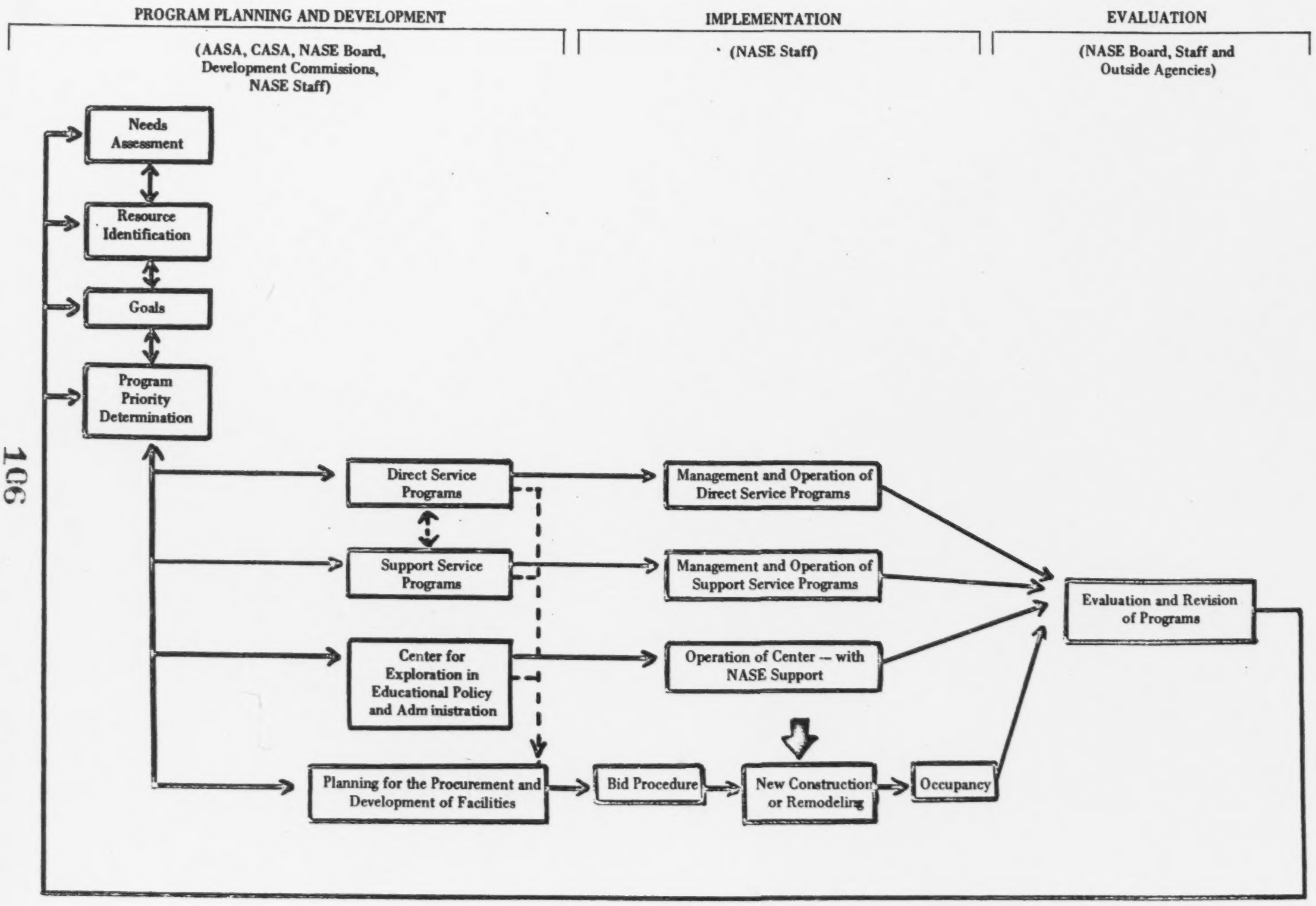
NASE
CONCEPTUAL FRAMEWORK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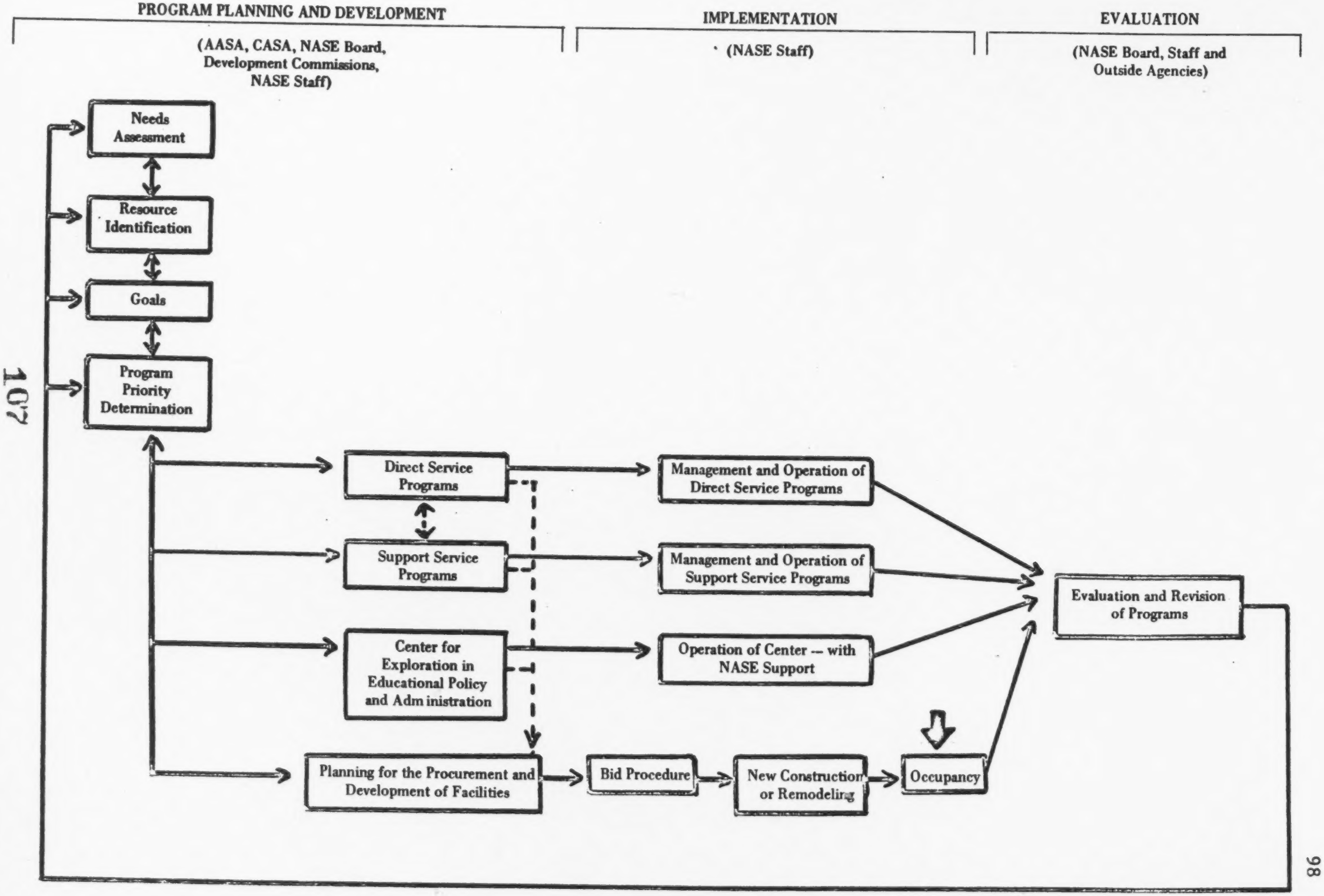
CONCEPTUAL FRAMEWORK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Bid Procedure

New Construction or Remodeling

Occupancy

The Program Planning and Development Process includes a component on Planning for the Procurement and Development of Facilities. Among the statements included under this heading are those which emphasize the importance of the facility procurement procedure as being a joint venture with AASA; of the need to make certain that any new facilities are planned in support of existing and proposed program requirements of AASA and NASE; and of the desirability of conducting a feasibility study to determine new facility requirements.

As of the writing of this edition of the Conceptual Model, a Joint Feasibility Committee has been appointed.

Membership includes:

Representing AASA

Harold H. Eibling, Superintendent Emeritus, Columbus, Ohio

Dana P. Whitmer, Superintendent, Pontiac, Michigan

Representing NASE

John W. Letson, Superintendent, Atlanta, Georgia

Ercell I. Watson, Superintendent, Trenton, New Jersey

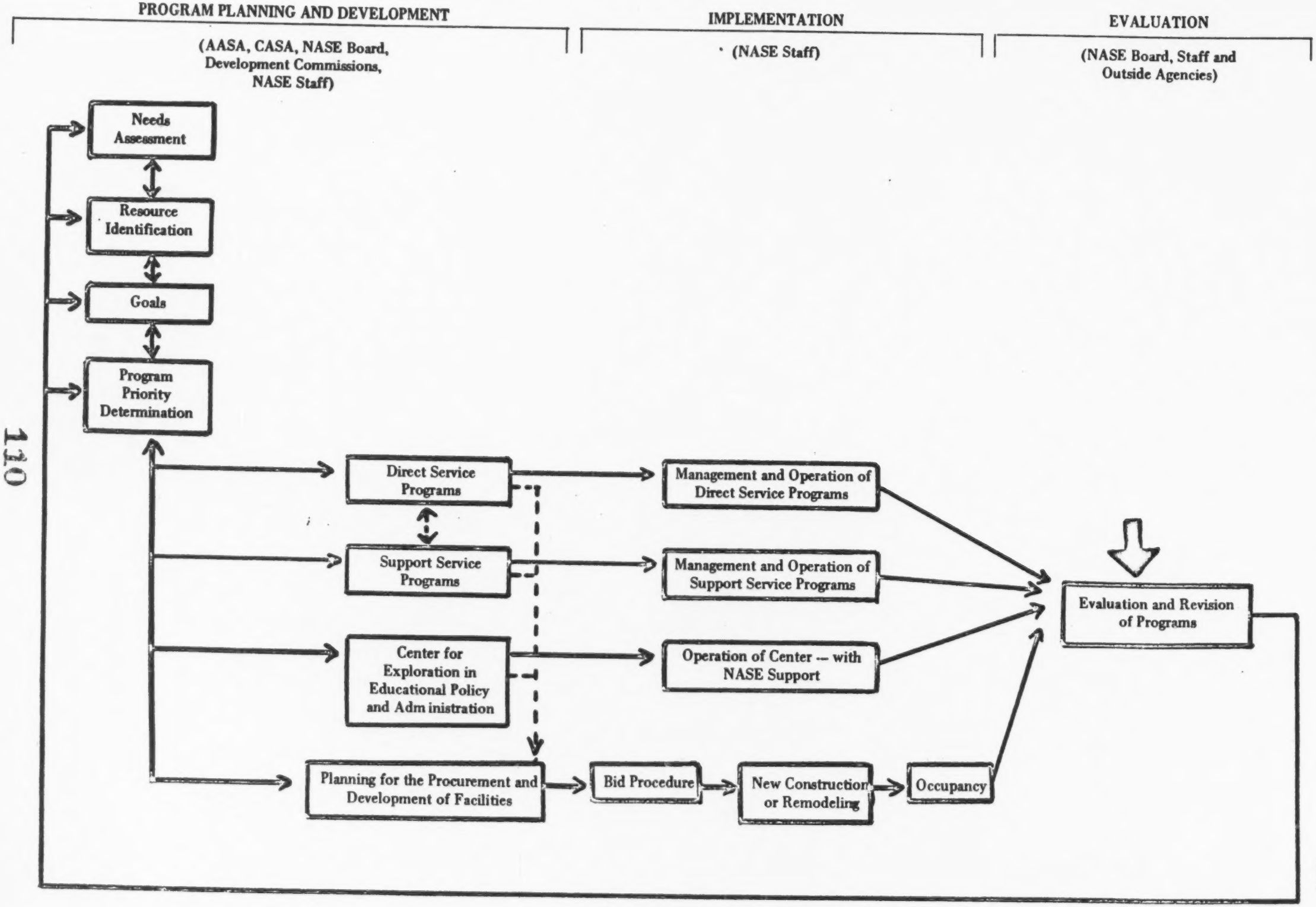
Plans have been completed for a meeting of this Joint Committee early in July 1972. Members of this Committee have been requested to have the Feasibility Study completed by early fall 1972.

Upon the assumption that the Feasibility Study Commity might submit a recommendation favoring new facilities for AASA-NASE a tentative schedule has been included as part of the Time Line Display which appears in the Summary.

Obviously very little more can be added under these particular components until the Feasibility Study is completed and it is acted upon by the proper authorities.

EVALUATION

NASE
CONCEPTUAL FRAMEWORK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EVALUATION AND REVISION OF PROGRAMS

The Long Term Evaluation of NASE

Even before work was begun on this Model the NASE Board of Directors directed the NASE Staff to develop a recommended position which NASE should assume in relation to evaluating its own impact and effectiveness.

Under the guidance of the Associate Director certain questions, observations and recommendations were prepared for review by the NASE Board of Directors at its May, 1971 meeting.

These statements do not begin to outline a complete evaluation model for the Academy. However, they do point out certain basic problems and some alternative approaches toward the solution of the evaluation problem.

At this point in the development of the Academy model it would seem best to insert certain of these statements in this document along with comments when appropriate.

> "The problem is a complex one with many ramifications, but stated in its simplest form it is this: who should evaluate what and by what means?"
>
> "One of the issues is therefore, 'What should be evaluated?' As the Board sub-committee chaired by Craig Phillips noted, the Academy's goals are presently stated are broad and not measurable. A prior step to any evaluation activity would necessarily be to redefine or restructure NASE goals so that they could serve as reasonably measurable criteria of the Academy's performance."
>
> "The final issue is to choose the means by which the evaluation might be carried out--e.g., by interviews, by survey questionnaire, by testimony or by some combination of these techniques."
>
> "These complex questions are further complicated by the fact that the Academy itself is rapidly changing and growing. In addition to its usual Seminars and Clinics, NASE is adding two other kinds of programs within its present scope of operations: the ROLE workshop series and the contracted programs. Furthermore, the work of the Academy Development Commissions and the Board itself is directed towards the expansion and remolding of NASE into a new model of operation and purpose. In short, the question of what to evaluate depends directly upon the shape of the NASE which is now emerging from the work of the Development Commissions."

Now that the development of the overall Model is well under way, the number and comprehensiveness of programs and services contemplated are bound to make the evaluating process even more complex. To carry out the design and development of

this component will cover an extensive period of time and will require much more in the way of resources, human and otherwise, than are available to the Academy now.

The aforementioned statement is not to be construed as being in opposition to the evaluation process. Instead its intent is to emphasize strongly to the policy making bodies that the evaluating process, if it is to be meaningful, must have the full support of all concerned; it must be comprehensive in nature including recommendations for revision and updating; and, there must be an adequate commitment of resources on a continuing basis.

Although some segments of the following alternatives are not now as applicable to the question of what steps need to be taken as they were in October 1970, they are being listed again as additional background in support of action taken by the NASE Board at its October 1970 meeting.

"1. Direct the NASE staff to construct and conduct follow-up studies of the back home usefulness of seminars and clinics, via survey instruments and/or interviews. The problems with this approach are the lack of staff time, the fact that such a study is limited to the Seminars and Clinics only, and the questionable validity of data of this type.

"2. Appoint a committee of the Board to design and conduct the evaluation. Again, Board members lack time and, extra funds would be needed to employ help implement the study.

"3. Employ a research agency or consultant firm. Although funds are presently lacking, this approach has advantages because it utilizes expert help for the task and obtains an objective viewpoint. However, the agency or firm, because it is relatively unfamiliar with NASE's goals and aims, may find it difficult to measure what NASE truly intends to do.

"4. Appoint an AASA Commission of practicing administrators to design and conduct a study of NASE Seminars and Clinics. This also has several advantages: relative objectivity about NASE plus familiarity with its purposes; (presuming that AASA will assume costs) the evaluation could be done without absorbing much-needed operating funds; AASA can open doors which would be closed to other agencies or groups.

"5. Postpone any evaluation (other than specific program evaluations now used) until NASE has developed and operationalized the model now being worked on by the Board and the Development Commissions. The advantage of this would be that all parts of NASE operations would be judged in the context of its whole nature. The disadvantage, of course, is that evaluation would be postponed too long."

The NASE Staff recommendations at the October 1970 meeting of the NASE Board were:

AASA and the NASE Board be asked to appoint jointly a Commission for the Evaluation of NASE, supported by AASA funds. The NASE Director would work with the Commission, which would be charged with the following tasks: (1) work with the NASE Director to state in measurable terms the objectives of NASE as they will have been developed by the Board and Development Com-

missions by the end of this year; (2) plan and conduct a study of the effectiveness with which these objectives are being met by NASE, in those parts of the NASE model which are operational in 1971; and (3) develop recommendations for the evaluation of those parts of the NASE model which are planned but not yet operational by 1972."

At its May 1971 meeting, the NASE Board indicated its intention to develop an evaluation scheme for NASE now, while NASE long range plans are being developed. It drafted a recommendation to the AASA Executive Committee, as follows: "That the AASA Executive Committee appoint, jointly with the NASE Board of Directors, a Commission for the Evalution of NASE, to work with the Director of NASE to do the following: (1) state in measurable terms the objectives of NASE as they will have been established by the end of 1971; (2) evaluate NASE effectiveness in its programs and activities already operating 1971; and (3) recommend ways to evaluate programs and activities planned for 1972 and later. This Commission should be instructed to seek a grant of funds to support its operation."

The AASA Executive Committee adopted this resolution at is Sepember 12 meeting, with the understanding that if a grant is not secured, an alternate financial plan will be submitted to the AASA Executive Committee at its next meeting.

At its' December 1971 meeting the NASE Board of Directors authorized its' chairman, Julius Truelson to "consult immediately with AASA President Geissinger to appoint members of the joint AASA-NASE Commission for the Evaluation of NASE."

The Joint Evaluation Commission has been appointed.

Membership includes:

Representing AASA

Kenneth A. Erickson	-	Director, Bureau of Educational Research and Services, School of Education, University of Oregon
John W. Shreve	-	Professor of Educational Administration, Miami University, Oxford, Ohio

Representing NASE

J. Win Payne	-	Superintendent, Napa Valley Unified School District, Veterns Home Station, Yountville, California
Truman M. Pierce	-	Dean of the School of Education, Auburn University, Alabama

It is expected that this Commission will begin work on its assignment immediately. As indicated earlier in this section, both the AASA Executive Committee and the NASE Board are in agreement as to the initial responsibilities of the Commission. As more experience and expertise is gained in the Evaluating Process, it is hoped that a series of models will be forthcoming which will serve not only AASA-NASE but might prove to be of value to State Departments of Education and local school districts also.

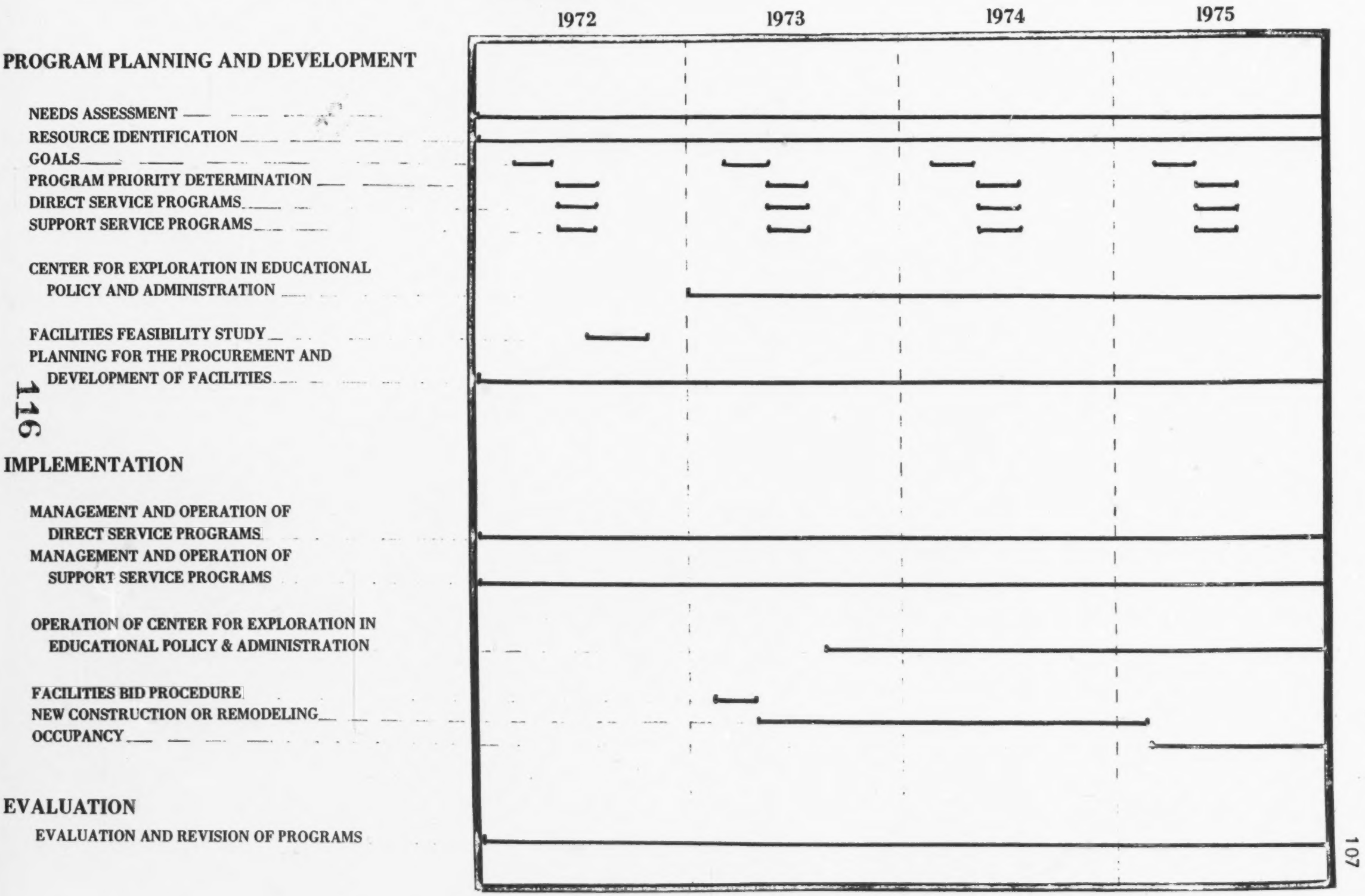
SUMMARY

SUMMARY STATEMENT

As indicated at different points in this document, expansion of the various components of the Model, constant analysis and evaluation of each and recycling are all important procedures to be followed continuously. Such a statement may seem to imply that a Model of this type is never finished. In a sense this implication has substance.

However, no model would be effective without the inclusion of some kind of time limitation even though such may be very fluid and subject to considerable revision. Therefore, the following Time Line Chart has been developed around the Model's three major processes and their various components.

AASA - NASE ACADEMY
TIME LINE



Persons concerned with the further development and implementation of this Model will find many opportunities for expatiation within the various processes and their respective components. Specific examples are:

1. The immediate need for the design of effective evaluation models.

2. The need for further program plan development in most of the short-term seminars, and institutes.

3. The need to design an overall set of program plans for the proposed EXTENDED DEVELOPMENTAL EXPERIENCES PROGRAM.

4. The great potential for the expansion of support material "packages" for the various programs.

In conclusion - the Model offers a guideline for the future and, hopefully, many "spin-offs" will become visible in the implementation process.

APPENDIX A

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

COMMITTEE FOR THE ADVANCEMENT OF SCHOOL ADMINISTRATION

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Associate Secretary, AASA
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Superintendent of Schools
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APPENDIX B

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NATIONAL ACADEMY FOR SCHOOL EXECUTIVES

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APPENDIX B

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APPENDIX C

THE REPORTS OF THE FOUR TASK FORCES

PROGRAM TASK FORCE	6/23/68
RESOURCES - PERSONNEL	8/1/68
STRUCTURE	10/16/68
EVALUATION AND FEASIBILITY	1/2/69

AASA National Academy for School Executives June 23, 1968

REPORT OF THE PROGRAM TASK FORCE

(Final Draft)

The National Academy for School Executives is an exciting new approach designed by AASA to meet the needs of persons holding important administrative responsibilities in a wide range of educational institutions throughout the nation. A relevant National Academy must identify and serve the urgent needs of the profession through problem oriented experience and discourse. The Academy is intended to enable the profession to become increasingly effective in serving society at local, state, and national levels by engaging participants in emerging streams of knowledge.

THE MILIEU OF THE SCHOOL EXECUTIVE

Never before has so much been expected of education and those charged with responsibility for the administration of schools. All levels of society and the economy look to schools for help to secure and assure the future of the nation. In this "age of education," institutions of learning are being confronted increasingly with pressures generated from the knowledge explosion, technological revolution and the great social and economic ferment of contemporary society. At the vortex of these forces is the school administrator. Keith Goldhammer and his colleagues vividly depict the milieu of today's school administrator in this quote from Issues and Problems in Contemporary Educational Administration:

> "As never before, the administrator is forced to take cognizance of the problems that accumulate within his community as a result of both legislated and de facto segregation; of poverty and cultural deprivation; of the diverse aspirations and expectations of different segments of the community; of the varying educational needs of the community; of changing manpower needs and allocations of the vast explosion of knowledge and the restructuring of many of the academic disciplines; of our national imperatives and international responsibilities; of the foment in the study of education and the encouragement of experimentation and innovation within the schools; of the unrest among minority groups, students, parents and teachers who no longer submit to being passive onlookers of the decision-making processes which affect them; and of the changing characteristics of the teaching profession and its ability to deal more effectively with the complex educational problems of children."

The program of the AASA National Academy for School Executives (hereinafter abbreviated as NASE) will strive to deal realistically with problems and needs of the school administrator as he confronts these broad social issues as well as the day to day tasks of school administration. To develop the pertinent offerings

[1]Keith Goldhammer, John E. Suttle, William D. Aldridge, Gerald L. Becker, Issues and Problems in Contemporary Educational Administration. Eugene, Oregon: Center for the Advanced Study of Educational Administration, 1967. p.2.

called for, NASE will establish means whereby vitally important problems, issues, and needs can be systematically sensed and identified so that programs of the NASE will have continuous relevance to school executives, the changing profession and the times.

THE PURPOSE OF THE AASA NATIONAL ACADEMY

The central purpose of the NASE is to become a powerful force for improving the practice of educational administration throughout the nation by providing a wide range of opportunities for professional growth and career development.

The program of NASE will assist school executives to comprehend more fully the constantly changing social environment of educational systems, agencies, and institutions. Its offerings will be geared to respond quickly and meaningfully to critical problems and issues. The total program will focus upon the stresses, challenges, and even some of the impossibiliities facing educational leaders. From time to time, there will be a reordering of priorities for the continuing education of school executives. Each administrator, at varying stages of his career, will find access to sharply focused institutes, seminars, and clinics.

The program of NASE will extend the leadership capabilities of practicing school executives, aid them in designing and shaping new educational policies and directions, and enable them to manage complex educational systems with increasing excellence.

PROGRAM DESIGN OF THE NATIONAL ACADEMY

The program of NASE will evolve from clearly specified objectives and be based upon explicit assumptions. It grows out of a deliberate design which relates need to method and content, sets priorities, and offers a variety of learning arrangements and opportunities.

Objectives

In order to focus increasingly on the actual needs of school executives and to offer specific opportunities for meeting these needs, the following objectives are provided to give direction and thrust to the NASE program. The program will assist school executives:

1. To sense needs, issues, and problems confronting educational institutions.

2. To analyze a broad range of needs, issues, and problems and to determine alternative courses of action and their probable consequences.

3. To build skills, understanding, and attitudes which will enhance their leadership and productive capacities.

4. To test ideas, plans, and proposed courses of action with peers and other authorities.

5. Authorization of NASE to seek fiscal and physical resources necessary to fulfill its missions; and

6. Authorization of the Governing Board and professional staff to contract for NASE services only and not for other AASA activities or functions.

In general, NASE will be recognized as a legitimate and operational organization when:

1. The AASA Executive Committee approves the necessary resolutions creating NASE and grants to NASE the broad allocations of authority necessary to fulfill its responsibilities;

2. The establishment and granting of NASE authority is recorded in the official minutes of the American Association of School Administrators;

3. A NASE Governing Board is appointed;

4. Resources are allocated and made available to NASE;

5. A Director and Staff are authorized and appointed; and

6. NASE programs are available and practitioners are attracted to them.

Since NASE is an integral part of the American Association of School Administrators, a constitution and formal bylaws are not necessary. The legitimizing resolutions of the AASA Executive Committee will define the broad operating "bylaws" for NASE. The legal status, tax exempt status, and other privileges and restrictions for NASE are derived from the status enjoyed by AASA.

It follows that the parent body that creates AASA-NASE will also determine its duration. The AASA Executive Committee, therefore, is the final authority on NASE missions and activities. This implies that NASE has no inherent or plenary authority, but has as much authority as delegated to it by the AASA Executive Committee.

The NASE Governing Board

The AASA Executive Committee, working with the AASA Executive Secretary and his professional staff, has responsibility for all of the many, varied, and complex programs and activities of the Association. It is neither prudent nor practical for the AASA Executive Committee to assume responsibility for detailed operational concerns of a part of AASA that is destined to be as complex and large as NASE. To do so might result in a focusing on only one aspect of the total AASA program, with a consequent neglect of other necessary functions. The AASA Executive Committee should exercise its control over NASE through broad policy determination and its supervision of NASE activities through special reports prepared by those with primary responsibility for NASE operations. NASE should be a quasi-autonomous part of AASA with its own Governing Board to assume primary direction of missions and operations. This Board should be granted the status of a standing AASA committee and such additional authority as needed. Members of this special Board should be appointed to office by the AASA President.

The missions of the NASE Board of Governors should be (a) to determine policies necessary to direct Academy operations within the broad framework determined by the AASA Executive Committee; (b) to initiate long-range plans to fulfill the mission of NASE: (c) to establish priorities in allocating resources to the realization of

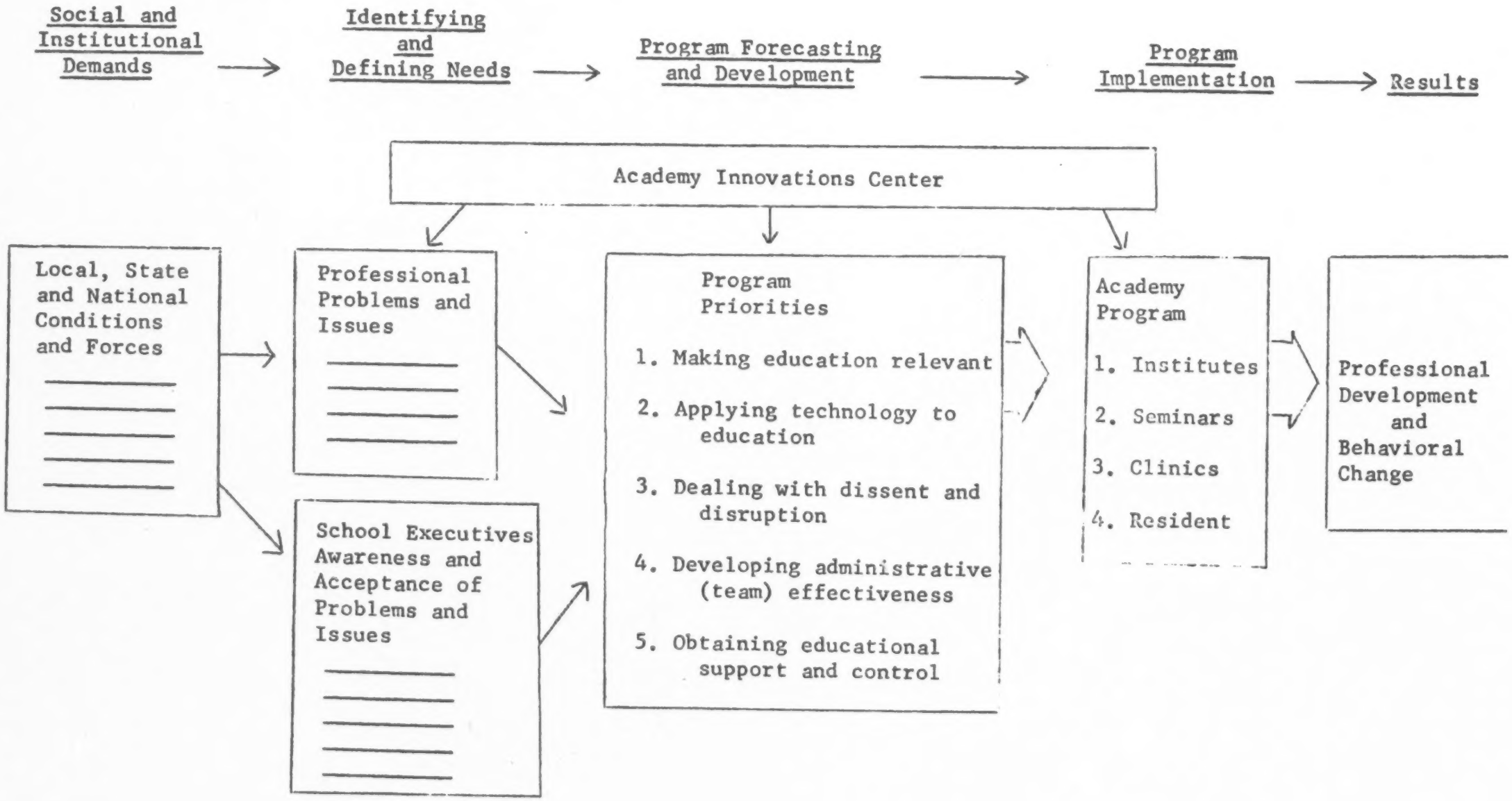
Keeping an organization in tune with the challenges of time is a complex responsibility and necessitates a variety of responses. The Academy will continue to make a unique contribution to the profession so long as its programs reflect new and fresh developments in the field. An important dimension, therefore, is the mechanism by which the Academy renews its vigor and assures that new offerings appropriate to the times are generated and others which may have lost their relevance deleted. The search for creative ideas on the frontiers of the field is a never-ceasing task and should be an integral part of Academy operations. The diagram on the next page shows how the program of the NASE will be developed in response to evolving social and institutional demands.

It is proposed that the Academy dedicate a portion of its resources to stimulate the development of creative ideas, techniques, or approaches in educational administration. In this way NASE can become a contributor to as well as user of the stream of innovative ideas.

It can be done in part by attracting two or three creative thinkers to the Academy environment for a period of one or two years and endowing them with the resources for study, travel, and consultation that may enhance productive inquiry at the growing edge of school administration. Another approach would be to contract with promising persons or institutions to further encourage the production of ideas which may lead to improvement in the practice of school administration and are consistent with the program priorities of the Academy. A third alternative would be to invite a cadre of 5, 10, or even 15 distinguished practitioners and professors with extended experience in coping with a specific problem in administration to deliberate and share insights for a period of one or more weeks. Experience will dictate which one or more of these approaches yields the highest payoff of unique contributions to the goals of the Academy. This goes far beyond the traditional conception of what is popularly referred to as a "think tank." An appropriate title for this dimension of the Academy, which has the potential to contribute much to new program development as well as the general betterment of school administration might be "Center for the Development of Educational Administration"; "Academy Innovations Center"; or "Center for Creative Exploration of School Administration."

Two distinct, inservice program dimensions are projected for NASE. The more traditional notion of "academy" as an institution affording somewhat structured, advanced study opportunities to a specialized, resident student body serves as the proto-type for one of these dimensions. The NASE program replica will be characterized by a three to four month full-time study program for a small number of in-residence school executives. The curriculum at this national center will focus on, and be geared to depth analysis of issues and concerns of strategic importance to school administration. A record of notable accomplishments in school administration and a promise of future distinction as an educational statesman will be common to each of the invited participants in this program. Three or four classes of about forty each will complete the course of study annually.

Whereas, the first inservice program dimension affords professional development opportunities to a very limited number of school executives, the second dimension is designed to attend the inservice needs of as many as 2000 administrators annually through a discrete series of short, sharply problem focused seminars and clinics. These open, non-invitational programs, typically from about one up to four weeks in duration, respond to crucial operational problems, and will be designed to sharpen skills and understandings in a variety of specific areas.


Social and Institutional Demands
Identifying and Defining Needs
Program Forecasting and Development
Program Implementation
Results
Academy Innovations Center
Local, State and National Conditions and Forces
Professional Problems and Issues
School Executives Awareness and Acceptance of Problems and Issues
Program Priorities
1. Making education relevant
2. Applying technology to education
3. Dealing with dissent and disruption
4. Developing administrative (team) effectiveness
5. Obtaining educational support and control
Academy Program
1. Institutes
2. Seminars
3. Clinics
4. Resident
Professional Development and Behavioral Change

Launching each of the outlined program dimensions simultaneously could create unusual stresses and perhaps dilute the strength of staff or financial resources. It is recommended, therefore, that in its first year or two the NASE concentrate operational efforts on developing and instituting, consistent with the highest of qualitative standards, a series of short term, problem oriented programs as described in the remainder of this report.

Major Program Thrusts

Significance and immediacy of problems encountered in educational administration can serve as the basis for program development and for identification of major thrusts. The following in 1968 are high priority program categories recommended for NASE:

1. Programs which will assist school executives in making education more relevant. Within this category the NASE seeks to offer learning experiences which will enable school executives to improve the relevance of instruction in their respective school systems (a) for disadvantaged children and youth, (b) for pupils preparing for the world of work, (c) for actively relating the teaching and learning to the reality of the student's environment.

2. Programs which will assist the school executive in applying technology to education. In response to immediate needs in this category, the following specific programs might be offered by NASE: (a) network programming, (b) planning-programming-budgeting systems (PPBS), and (c) instructional technology including computer-assisted instruction.

3. Programs on dealing with dissent and disruption. Specific programs in this category will enable the school executive to examine the nature of conflict and the concomitant, dissent and disruption facing educational administration, to identify possible operational responses to a variety of turbulent or conflict situations, and to develop the personal adjustment and skill to cope with various confrontations.

4. Programs on developing the administrative team effectiveness. The programs in this category will enable the administrator and his associates (a) to organize for more effective administrative-team operation, (b) to receive more realistic information as a basis for decision-making, and (c) to improve interpersonal relations as basis for more effective administration.

5. Programs aimed at obtaining appropriate support and control of education. High priority in this category will be given to programs which deal with (a) accommodation and exploitation of the interest in education of non-educational agencies, (b) the politics of school finance, (c) private assistance for public education, (d) the impact of federal policies upon public education, and (e) the evolving relationship with non-public schools.

Initial Offerings

Offerings of the NASE may change noticeably from year to year and to some degree within a single year to reflect the shifting problems and issues facing school administrators.

Two criteria are offered to guide the selection and development of Academy program elements: (1) a given institute, seminar, or clinic, should provide assistance to school executives at points of concern and stress in their positions; and (2) the total program should incorporate the most objective, substantive, and efficient learning opportunities possible. School executives who participate can expect answers when they exist, information and data relevant to problems, opportunities for concept formation, and--above all--personal involvement.

Three distinct learning formats are provided: the Academy Institute, the Academy Seminar and the Academy Clinic.

> The Institute: The Academy Institute is offered by invitation to participants with common or compatible interests, experience, insights, and needs. Enrollment is limited to 30. Usually, the Institute will be of 4 weeks duration at one Academy Center, repeating regularly throughout the year. At least eight Institutes a year are envisioned on any topic justified by enrollment. More than one Institute may be in progress at any one time at the Academy Center. The Institute will be addressed to perplexing and persistent problems in school administration. It will collect prominent talent and resources for direct confrontation of the subject at hand, and be structured to facilitate the discovery of new solutions.
>
> The Seminar: The Academy Seminar is likely to be shorter than the Institute, and less structured. The Seminar is created to provide a sharply focused learning experience characterized by an emphasis on fundamental concepts or basic dimensions of a problem. It will feature leadership and counsel from persons of prominence, and will also draw heavily upon participation by the membership in sharing ideas and concerns. The Seminars will be held in selected centers deployed throughout the U. S. and will be continuous, ranging from one to four weeks in duration, according to topic. All members of AASA or other interested persons are welcome to enroll in the seminars. Enrollment will be on a first come basis of applicants for any given topic or location. An effort will be made to take the seminars to the site where they will best accommodate the travel convenience of the participants.
>
> The Clinic: The Academy Clinic is designed as a brief experience in depth to familiarize the participants with a given topic through practical or literal experience and exposure as with a computer or a television studio. The Clinic will be of one or two weeks duration at 4-5 fixed sites throughout the nation, depending upon the physical resources required. Enrollment will be on a first come basis, limited to numbers that will vary according to the nature of the Clinic.

The following institutes, seminars, and clinics are recommended for incorporation in the early years of Academy operations.

1. Making Education More Relevant

a.*Institute: New Program Designs for the Disadvantages
To conceptualize new program designs which will offer realistic instruction to inner-city and rural disadvantaged children and youth. (By invitation only.)
(4 weeks)

b. Institute: A New Instructional Format for Preparing High School Students for the World of Work
To conceptualize totally new formats and designs for preparing high school students to learn about and to enter the world of work. (By invitation only.)
4 weeks.)

c. Seminar: Schools for Achieving Individual and Social Goals
To assist school executives to examine the relevance of educational programs, particularly as the personal goals of the learner may conflict with goals set for him by society.
(2 weeks.)

d. Seminar: Introducing All Students to Work and to Work Experience
To analyze the values of occupational information and limited work experience for all students and to design feasible plans which can be implemented.
(2 weeks.)

e. Clinic: Organizing a Cooperative Work-Study Program for High School Students
To review and critique the most effective cooperative work-study programs involving business and industry.
(1 week.)

f. Clinic: Organizing Parent-Student Occupational Guidance Programs
To discuss experiments involving the presentation of occupational information to parents and students and subsequent occupational choices of students.
(1 week.)

2. Applying Technology to Education

a. Institute: New Ways to Use Technology to Provide Quality Education
To discover how to bring quality education to both remote and impacted areas by the use of technology. (By invitation only.)
(4 weeks.)

b. Seminar: Systems Approach to Educational Administration
To present concepts in the nature and application of systems approach and operations research and to apply these concepts to the field of educational administration.
(3 weeks.)

c.*Clinic: Instructional Technology
To examine hardware and software available. To promote learning in the schools, including program instruction and computer-assisted instruction.
(3 weeks.)

d. Clinic: Electronic Data Processing
To identify administrative problems in selecting, designing, acquiring, installing, and operating EDP system.
(3 weeks.)

e. Clinic: Programming-Budgeting, A Resource Allocation Decision System
To apply program budgeting in school systems and to develop skills in preparing program budgets for schools.
(2 weeks.)

3. Dealing with Dissent and Disruption

a. Institute: Developing Models for Professional Negotiations
To design and evaluate a model for professional negotiations in education. (By invitation only.)
(4 weeks.)

b. *Seminar: Power Structure and Leadership Analysis
To review and to discuss power-structure studies, community leadership efforts, techniques for sensing shifting power alignments.
(3 weeks.)

c. Seminar: Staff Negotiations
To develop understanding of negotiations with staff members, to plan for negotiations, and to develop techniques for coping with confrontations and impasses.
(2 weeks.)

d. *Seminar: The Nature of Dissent and Disruption in Educational Institutions
To identify sources of discontent, to discuss policies and strategies for coping with disruptive forces.
(3 weeks.)

e. *Clinic: Operational Responses to Pickets, Boycotts, Demonstrations and Riots
To learn operational responses which the school administrator can apply in a turbulent environment.
(1 week.)

f. *Clinic: Operational Responses to Strikes, Work Stoppages, Mass Resignations, and Sanctions
To learn strategies appropriate to resolve critical issues and problems arising during various stages of militant actions by professional or noncertified personnel.
(1 week.)

g. Clinic: Operational Responses to Vandalism, Violence and Anti-Social Behavior on School Premises
To learn tactics to cope with undsirable and even criminal behavior on the school premises.
(1 week.)

4. Developing Administrative Team Effectiveness

a.*Institute: The Functioning of the Administrative Team
To develop new concepts of administrative team functioning in large educational systems, including reassignment of responsibilities, redefinition of roles, and team decision-making. (By invitation only.)
(4 weeks.)

b.*Institute: Teaching Productivity
To develop ways of extending the effectiveness of teachers to the end that more pupils can receive better and more individualized instruction and correspondingly to increase rewards for excellence. (By invitation only.)
(4 weeks.)

c. Seminar: Identifying and Evaluating Administrative Leadership
To assist school executives in identifying potential administrators, in revising techniques for assessment performance and in stimulating leadership development.
(2 weeks.)

d.*Seminar: Human Relations in the School Environment
To analyze conflicting value patterns, minority problems, and options for improving human relations.
(3 weeks.)

e.*Seminar: New Roles for Professional Staff
To develop new roles of professional staff in relation to instructional needs and productivity.
(3 weeks.)

f. Seminar: School Leader Relations with Colleges, Universities and Industries
To examine productive relationships which may be established with colleges, universities and industries for maximum resource utilization.
(2 weeks.)

g.*Seminar: Identifying Information Crucial to Administrative Decision-Making
To develop an understanding of information networks and for individual and team decision-making.
(2 weeks.)

h. Clinic: Techniques of Educational Evaluation
To identify, examine, and experiment with existing patterns for the overall evaluation of educational effectiveness.
(1 week.)

i.*Clinic: Sensitivity Training for School Administrators
To learn group dynmamics, how to identify concerns of others as expressed in verbal and nonverbal signals, and one's own motives in dealing with others.
(3 weeks.)

j.*Clinic: Decision-Making Skills in Conflict Situations
To develop understandings and skills for coping with complex dimensions of decision-making in conflict situations.
(1 week.)

k.*Clinic: Physical and Mental Health of the Administrator
To provide a situation where mental and physical health of the administrator can be assessed carefully and to provide opportunities for him to develop perspectives on personal and professional habits which will enable him to function more efficiently as an individual.
(1 week.)

5. Obtaining Appropriate Support and Control

a. Institute: The Identification of New or Inadequately Used Sources of Support for Education
To assess yields of various sources of financial support on a nationwide basis and to recommend new sources of support. (By invitation only.)
(3 weeks.)

b.*Seminar: The Politics of School Finance
To analyze the political dimensions of financing public schools and to review strategies needed for building support for schools.
(3 weeks.)

c. Seminar: Federal Policies and Public Education
To investigate federal structure and policies and to learn ways of capitalizing on these for the support of education.
(3 weeks.)

d.*Seminar: Urban Crises and Education
To analyze the major problems which retard educational progress in the urban setting and to discuss application of alternate designs and approaches for promoting better education.
(3 weeks.)

e. Seminar: Rural Crises and Education
To analyze major problems which retard educational progress in sparsely settled rural areas and to discuss techniques for improving the quality of education in this setting.
(2 weeks.)

f. Seminar: Private Support for Public Education
To discuss major sources of private support for public education and to review approaches for seeking private support.
(2 weeks.)

g.*Clinic: Relations with Local Government Agencies
To identify local government agencies which have an impact on education and to examine practical techniques for cooperating with these agencies for the improvement of education.
(1 week.)

h. Clinic: Relations with Local Private Agencies
To identify the many local private agencies which have an interest in education and determine practical techniques for working with these agencies.
(1 week.)

i.*Clinic: Public Relations Techniques and Styles of the Administrator as an Individual
To provide an opportunity for the administrator to examine his administrative techniques, approaches, and styles and to improve his ability to work with various groups and media.
(2 weeks.)

*Highest Priority Program Elements

Although all of the initial offerings listed meet certain priorities and are needed, strategies for optimum allocation of NASE resources may suggest that a more limited number of institutes, seminars, and clinics be developed and tested during the earliest stages of Academy operation. In this event, those 19 indicated by an asterisk (*) are recommended for earliest implementation.

AASA National Academy for School Executives August 1, 1968

TASK FORCE ON RESOURCES

ORGANIZATION OF NASE RESOURCES - PERSONNEL

FINAL REPORT

An organic system is proposed for the organization of NASE personnel resources. This system is one in which the operational or functional characteristics and the structural configurations of the organization are both (a) highly interdependent, and (b) related specifically to the essential functions and tasks which must be performed in carrying out the purposes of the organizational system. This means emphasizing the collecting, interpreting and disseminating of information, and capacity to respond quickly to identified problems and opportunities. The latter includes mobilizing effectively the resources most relevant to understanding and solving the problems and exploiting the opportunities of the academy. An organization significantly concerned with large, unique, and complex projects or programs requires a style of management and a set of management processes and capabilities different from those which are organized along traditional lines of functional specialization.

In recent years a number of organizations have found it advantageous to depart from the traditional functional form of organization and set up what are typically called project organizations to handle special assignments such as investigating the feasibility of establishing a new business, developing a new product line, or servicing the unique requirements of clients. The form of a project organization can evolve and change radically over the lifetime of the project. Four general classes of project organizations have been described:

(1) An individual project organization consists of only one person-- the project manager. He exercises project control through the heads of functional departments whose personnel perform all the work on the project.

(2) In a staff project organization, the project manager is provided a staff to exercise control through activities such as scheduling, task and fund supervision, and change control, and to carry out any functions unique to the project, such as testing or site activation. Functional departments still perform the primary tasks of budgeting, personnel, housing, etc.

(3) An inter-mix project organization is established when some of the primary functions are removed from functional department and are assigned to report directly to the project manager along with staff functions.

(4) Under an aggregate organization, all departments and

activities required to accomplish a project report directly to the project manager.

It has been reported that the increased management attention resulting from effective and extensive use of project organizations has a number of effects which could be important to the academy:

(1) Careful and comprehensive planning is emphasized and the rapid and efficient mobilization of necessary resources is facilitated. A project manager and his planning staff usually can select and assemble critical information, talent, financing, materials, and equipment more effectively than can be done by the dispersed functional department managers whose orientations may be different and whose time and attention may be otherwise engaged.

(2) Budgeting and cost control is usually more effective. Improved program budgeting and accounting techniques are usually developed and applied to project management. Coordinated and systematic follow-up assures effective use of available resources.

(3) Tasks are better defined and performance is more closely monitored. Because of the critical importance of the performance of people, personnel administration and management development systems must operate must effectively. And those organizations affected by knowledge explosions, by significant changes in the state of the art, and by consequent and rapid technical and professional obsolescence, provision must be made either for personnel development and renewal or for significant turnover.

(4) Action is typically initiated sooner to prevent or correct problems. Special management information systems are frequently utilized to detect changes in the institutions such as education or in the competitive environment, to provide feedback information regarding progress to performance budgets, and to evaluate the quality and acceptance of services.

(5) Project organizations usually can evolve and change more readily than functional organizations or respond to changing conditions. The flexibility inherent in a project organization facilitates its transformation to a full-fledged program or the transfer of standardized and repetitive processes back to functional departments if it is successful. On the other hand, if its purpose is fulfilled, if the project is unsuccessful, or if its usefulness declines or ends, it can be phased out or terminated with minimum trauma to the parent organization.

Having in mind a project emphasis in organization, certain structural properties for the Academy can be considered:

(1) The core staff will be small to facilitate housekeeping functions and adding personnel on term bases for special functions.

(2) The organizational system will be interdependent and flexible to manifest functional capacities in meeting program requirements. The administrative home for core staff will be housed in one location but project people may represent a decentralized or satellite system.

(3) Major projects (programs) will be administered by program managers and staff who may be released from the core staff or obtained from the field. When program assignments are completed, core staff are returned to the administrative home for reassignment or in the case of term appointments, are released.

(4) Functional supervision of program personnel will continue to be the responsibility of home office staff, e.g., Academy director or his subordinate.

(5) A communications network involving sponsoring groups, clients and others will be a first organizational priority. Information and suggestions regarding the possible need for program or studies will be solicited from a variety of sources. The results of evaluation studies and audits of programs will be reported back intó the planning and decision functions of the home office.

(6) A program planning and coordination council will provide policy direction to the director. One associate director will insure that appropriate resources are involved in signaling the need for a program, are utilized in the development of a program proposal, and are capable of conducting adequately agreed upon programs. Another associate director will be responsible for administrative services such as personnel, budget, publications, etc.

It is evident that definition of program is critically important to the organizational configuration. Suggested identifying characteristics are listed below. However, definitions and criteria should be modified and refined through actual experience and in response to changing needs. The inherent flexibility of the system permits the tryout of different criteria and various kinds of programs.

Identifying characteristics of programs:

(1) The program addresses an identified major issue or problem in education, or a related set of problems.

(2) Skills required for program staffing are multi-disciplinary or multi-institutional and are drawn significantly from within as well as without education.

(3) Program objectives and professional skill requirements are carefully defined and specified in a program plan.

(4) Evaluation of the degree to which objectives are achieved is a part of the program, and program planning provides for such evaluation.

(5) Budget is allocated to the program, there is a budget limit, and budget applications within the program are carefully planned.

(6) The program requires full-time management.

(7) The program schedule is time limited, such as two weeks, two months, or one year.

Other general characteristics of major programs are that: the need for treatment of a problem area is critical; the need for action is immediate; effective mobilization and utilization of appropriate resources is required; and the problem is so unique or complex the resources of any one existing institution are not fully appropriate to the requirements. Frequently, major programs will be somewhat interrelated or at least involve complimentary tasks or functions. This is a further reason for being grouped under the management supervision of the director.

In some instances, major programs will be designed to produce a change in educational practice and the product of the program is to be used by school administrators. Products produced by such programs may be utilized or disseminated by other programs or by the administrative unit of the Academy.

Some programs will be designed to produce information or plans useful in developing or changing educational policy. Such programs may need to be followed by additional programs which explore the methods by which policy changes can best be implemented and the results of implementation evaluated.

Major programs might be set up to develop services or systems to be operated by some other organization such as a university or school system. Other programs could disclose that functions or services offered by the Academy should be modified or discontinued.

The organizational concepts and processes proposed require an even force, effective management of time, budgets, and human resources. The scheme fits well with and will expedite program planning and budgeting. It places demands upon the budgeting process and especially upon the planning process which procedes

budgeting; e.g., defining program objectives; translating program objectives into skill requirements in terms of degree, kind and duration, and converting professional staff time into program costs. This style of organization, with several individuals assigned to one or more programs for limited times, requires technology for time accounting and for cost allocation. Since programs should be oriented toward educational problems or issues rather than toward the source of funding or other matters, the potential for funding from multiple sources is greater and therefore the demands upon cost accounting and report preparation will be more complex. It is obvious that an effective management information system is necessary.

Inherent in the recommended organizational scheme is considerable potential for flexible and varied use of professional staff. Effective exploitation of this potential will require a style of leadership and followership new to many people. A professional may work for two or three program managers that are conducting programs going on at the same time. Organizational myth notwithstanding, it is quite possible. Scientists, researchers, consultants, and engineers who work on various development teams or task forces have demonstrated that it can work, and to the organizational health and benefit of the enterprise.

Planning will require new and increased attention. When programs are time limited, they come to an end. Management will be required to sense what new work is most important. This will require long and short range planning and priority setting. Objectives setting, evaluation of achievement, limited budgets, and a limited reservoir of human resources impose the discipline of priority setting upon the planning process, and may encourage cost benefit estimates to guide priority setting. Accounting for time expenditures of professional personnel will facilitate value or benefit comparisons between applications of time to programs or project versus applications to meetings with professional associations, etc. Such comparisons may result in new approaches to professional development and new efforts and improve results in the management of human resources.

PERSONNEL REQUIREMENTS AND PROPOSED JOB DESCRIPTIONS

Analysis of staff personnel needs and job descriptions for NASE is based on the general organization depicted in the report of the Task Force on Structure (undated).

NASE Board of Directors. The mission of the Board is to (a) govern the Academy; (b) initiate long-range planning, (c) define long-range goals, priorities, and comprehensive plans; (d) set policy, establish programs, and adopt rules and regulations within limits and according to a charter established by the AASA. The Board's major concern is the availability, appropriateness, and quality of programs provided by the Academy. It acts

to ensure adequate educational services to school administrators and other publics.

The Board should ensure the following major functional requirements as being fully met and effectively carried out: (1) sensing emerging needs for educational development in the schools of the country; (2) assigning priorities in allocating resources among areas of discovered need in the context of comprehensive and integrated programs; (3) providing for the design of improved systems of administration in education and the stimulation and support of new educational developments to meet discovered needs; (4) evaluating both new and established educational programs and services, the ways in which such programs and services are planned and administered, and requirements for redirecting allocations of human and material resources; (5) facilitating the dissemination of information regarding new administrative practices and services and their effects; (6) encouraging and supporting the adoption of new educational developments and improved administrative services.

The board will function as the executive committee of the whole and without standing committees. Ad hoc committees will be utilized as needed. The Board should be empowered to appoint the Executive Officer, establish a term of office, and fix his compensation at a level commensurate with the responsibility of the position and comparable to that of the best paid administrators of public education in the country.

Executive Officer. The mission of the Executive Officer is to: (a) serve as the executive officer of the Board; (b) manage the academy as its chief administrative officer and provide all necessary administrative assistance and support to the Board; (c) provide administrative leadership to the Academy; and (d) serve as a national level professional spokesman for school administrator education.

The important position of Executive Officer calls for a broadly knowledgeable and respected educational leader who possesses a high order of managerial skill. He must be an effective exponent of the needs of public education to the Board, for the Board, and in interactions with the general public, professional educators and boards, and with federal and state agencies. He should be able to synthesize creatively the best thinking of researchers and educators in contributing to the deliberations of the Board and the functioning of the Academy. He must be sensitive to and enunciate the requirements of school administration as well as the developmental needs of the Academy. He must represent the Board and the Academy to a wide variety of publics or parties and interests to education. He should ensure that the capacities of the Academy are utilized effectively in supporting the Board's planning responsibilities and in achieving established policy goals.

Research Group. The mission of the research group is to advise the Executive Director regarding issues; opportunities and

problems important to and affecting educational administration; to discuss and develop recommendations for programs; to serve as a vehicle for communication and for coordinating action on program matters such as long-range planning, academy development, budgets, personnel, and programs, to plan and make allocations of staff work for the Board and the Director, and to advise on the progress and quality of the staff work; and to assist the Director in administrative decisions regarding the operations of the Academy. It is intended the research group will function in two ways: (1) as an administrative cabinet augmented by the two associate directors, and (2) as a research and planning group. A very important responsibility will be to facilitate the interchange of information within the Academy staff and among program staffs.

Head of the Research Group. This staff member will report to the Director and his primary missions are two: (1) quality assurance regarding the nature and design of evaluation studies planned and carried out within each of the Academy's programs and regarding the functioning of the Academy; and (2) collation of reports of such evaluation studies and of the effects of programs sponsored or carried out by the Academy for use and publication by the Board. This man must possess a very high order of competence in the design of research and evaluation studies. He and his staff of perhaps two specialists in evaluation and research design should review and approve all proposals for evaluation studies to be conducted in conjunction with the educational programs so as to ensure objectivity and technically sound research. He and his staff also will provide consultation to program planners in defining program and project objectives, in selecting methods for appraising progress in achieving objectives, and in measuring effects of programs. The group will be concerned with the identification of possible requirements for new or broader investigations, and with ways of upgrading the quality and appropriateness of evaluation studies planned or conducted within the Academy.

This group plans for the development of and synthesizes information from the various program units into a comprehensive annual report of the Academy. This report is significant and a tangible product to represent the Board's annual stewardship of the Academy. Each office within the Academy and major program should be responsible for the development of a report on its own activities and their effects, the nature of need as yet unmet, and implications for priority setting in long-range planning. The development and synthesis of these reports (constructed in a uniform and agreed upon style) will require data linkages and information processes within and among program and also staff units. The planning and preparation of such a report will necessitate communication among programs and principal elements in the Academy. The annual report should provide a comprehensive data base for the preparation and adjustment of activities of the Academy and a means of modifying long-range priorities and appraising progress and achieving long-range goals.

As indicated earlier, the functioning of the Academy will involve an interdependent and flexible organization system. The

system proposed is organic in the sense that elements and processes are highly interdependent and are designed specifically to fulfill the major functional requirements involved in carrying out the missions of the Academy.

Associate Director - Administration. This officer will direct the functions and services necessary to the home staff and the programs. Administration will include the following:

Supporting Services--such as mailing and shipping, editorial and art services, duplicating and printing, cashiering, office space planning and management, and procurement of supplies and equipment. Typically supporting services will be supplied in the form of many small tasks, requiring man-minutes and man-hours rather than the man-month typically required for a full-time person. The personnel performing these services will not be assigned to major programs or projects but will supply services to all the programs and the operations of the home office.

Business and Fiscal Aspects--financial management planning, budget appropriations, and financial field services. The new management technologies should be utilized in support of planning responsibilities, particularly if they are related to the allocation of scarce resources to alternative uses One example is the use of program planning and budgeting systems as a means of estimating costs of achieving defined program objectives, and following programs as they develop in order to know that each program is proceeding as planned and to be able to make informed decisions at appropriate choice points. Other advances in management technology include the more sophisticated use of computer capabilities and management information systems, and the application of cost-effectiveness analyses to selected programs of resource allocation. As these management technologies are adapted to educational management, it is appropriate that the skills be developed in close organizational relationship to the physical and business management services in the Academy.

Personnel Services--these services should support the management of three groups of professional personnel resources: (a) the professional personnel in the Academy; (b) the professional personnel in programs including staff and students; and (c) professional personnel able to provide consulting assistance or temporary staff help to the Academy and the programs. The services should also include aid to management in the acquisition, development, utilization and assessment of professional personnel and supporting personnel.

Public Information and Registrar Services--there will be a stream of information moving between the Academy, the programs, and the various publics in the form of announcements and regular and special reports, some statistical in nature. It is necessary that information be provided in a form which allows

its maximum utilization. There should be developed with the help of users of reports and announcements, recommendations for changes in report style, content, format, and frequency. This should be done in order to minimize effort in generating reports consistent with the uses of the information, eliminating reports which have lost their usefulness, and adding new reports which will assist in the management of the educational activities. This function should involve investigating and presenting alternative ways for accomplishing data processing tasks, assisting in choosing the configurations or methods and equipment which are best suited to the Academy's needs. Probable data needed in the data system includes: (1) data about teaching and administrative personnel; (2) data about consulting personnel; (3) data about publics, clients, and governmental agencies; (4) data about students; (5) data about program materials, property, etc.; and (6) data about projects, programs, and courses of study. The information services must be integrated with the research group services at least in terms of preparing annual reports of the activities of programs and the functioning of the Academy.

Associate Director - Program. This officer is responsible for planning and management of programs. This will involve synthesizing information, suggesting the need for special programs, drawing up proposals to evaluate the need for major programs, and planning the major programs that are required. He must work closely with the Director of the Academy and the other Associate Director to represent the policy decisions of the Board of Directors. This will involve collating and patterning importantly suggestive data regarding long-range developmental requirements. His immediate forum for discussion, integration and interpretation of these data is the research group. Ideas generated and conclusions reached in this group are presented to the Board by the Academy Director.

The Associate Director for Programs also must provide planning support to program managers in laying out alternative approaches and integrated plans for development. His office will apply for and secure from any appropriate and available source funds in accordance with the established hierarchy of program priorities. In addition he is intimately involved in the process of developmental planning (research group also) by: (1) suggesting evaluation studies and designs to test the effects of various programs and services; (2) contributing to program and project planning by providing for evaluation of the effects of developmental programs; and (3) interpreting implications of data used formulating annual reports regarding emerging priorities of need for program and organizational developments.

Both of the Associate Directors will be assisted by planning and administrative assistants (probably two or three interns, advanced doctoral students in educational administration). These assistants will serve at the discretion of the Associate Directors but mainly their purpose is to facilitate planning and administration of specific projects and programs. They will be busy in

making arrangements for meetings, solving logistical support problems, and in communicating effectively with persons in groups essential to a project or program. In short they will facilitate communication by serving as organizer, facilitator, and scribe.

Major programs will be managed by program managers drawn from the staff of the Academy or from outside the Academy. They will be expected to work full-time in program management for the duration of the program or until rotated or replaced. When program assignments are complete, the program manager and program personnel return to their own assignment or re-assignment within the Academy or in the case of appointments outside staff, they are released.

Program managers must be carefully selected to represent an unusually high order of professional qualification and managerial competence (particularly in managing a group of people representing their various backgrounds and disciplines). Program managers will be selected as a function of types of programs. In some instances, major programs will be designed to produce a change in educational practice and the product of the program is to be used by school administrators either in their own practice or as reports, position papers, etc. Some programs will be designed to produce information or plans useful in developing or changing educational policy. Such programs will need to be followed by additional programs which explore the methods by which policy changes can best be implemented and the results of implementation evaluated. Programs might be set up to develop services or systems to be operated by local school administrators. Other programs will provide planned instruction. There may be a number of programs in progress at one time. Others may be in the planning or developmental stage. Also all programs will be subject to the program planning, budgeting style of management, a process requiring that all activities be included in a budget, that expenditures of budget be specifically related to the achievement of defined objectives, and that provision be made for evaluating the extent to which objectives are achieved.

Program managers will have certain degrees of freedom and flexibility in developing and operating programs. In planning a program, a budget is developed for required staffing. This budget specifies the amount of professional time by level and kind of skill required in a given time period. This man-time budget is translated into salary costs using an established salary structure. Inherent in this system is considerable potential for flexible and varied use of professional staff. A professional may work for two or three program managers on different programs going on at the same time.

Program managers will be required to meet some performance standards placed upon him by the Associate Director for Programs. This will be true for other program staff. The budget analyst assisting a program manager in budget planning and budget control

Second full year of operation (1970)
In addition to the above staff listed in items 1 and 2, add:

1 planning and administrative assistant (total of 4)
Total personnel to be housed 1970 - 21

Third-fifth year of operation (1971-1973)
In addition to personnel identified in items 1-3 above add:

1 planning and administrative assistant (total of 5)
3 Academy fellows
2 clerk typists (total of 8)
Total personnel to be housed 1971 - 1973 - 27

General Requirements

A carpeted, air-conditioned suite is desirable in all spaces except the duplicating and storage rooms. Adequate electrical and telephone outlets for normal office arrangements is mandatory.

Lighting levels should be over 50 foot candles with 100 or more desirable.

All traffic should be controlled by receptionist.

The duplicating room should be placed where large paper deliveries can be accommodated easily. This room could be separate if well secured and readily accessible. The electrical capacities here must be guaranteed to handle the Xerox, multilith, addressograph, and other equipment. These units also generate considerable heat so adequate ventilation and/or cooling is needed.

The telephone system should be a key system.

	Opening Space Requirements in Square Feet	1969 Space Requirements in Square Feet	1970 Space Requirements in Square Feet	1971-1973 Space Requirements in Square Feet
Office Sizes and Furnishings:				
Director's Office: 225 to 350 sq. ft. 15' x 20' size with a walnut executive desk with conference top, credenza, swivel chair, coffee table w/lamp, 4 upholstered arm chairs, 1 book case, bulletin/chalk board, wastebasket, carpet, and if large enough, a small conference table with 2 more chairs. Watch for good light, adequate ventilation, and adequate electrical outlets. A coat closet and private toilet are desirable. Use: normal office routine and small conferences.	300	300	300	300
Secretary to Director: 125 to 175 sq. ft. 12' x 12' in size with a secretary's desk (left or right typing as required), secretary's chair, credenza, typewriter, 2 legal size file cabinets, 2 side chairs, ash tray on stand, and waste basket	150	150	150	150
Associate Director's Office: Two Offices 200 to 300 sq. ft., 12'6" x 20' with a walnut executive desk with conference top, credenza, swivel chair, coffee table w/lamp, 4 upholstered arm chairs, 1 book case, bulletin/chalk board, wastebasket, carpet, and if large enough, a small conference table with 2 more chairs. Watch for good light, adequate ventilation, and adequate electrical outlets. A coat closet is desirable. Use: normal office routine and small conferences.	500	500	500	500

	Opening	1969	1970	1971-1973
Secretary to Associate Director: Two offices 100 to 150 sq. ft. each and adjoining office of Associate Director's. 10' x 12' in size (or may be in pool area) with each requiring secretary's desk (left or right typing as required), secretary's chair, credenza, 2 legal size file cabinets, 2 side chairs, typewriter plus necessary utilitarian and aesthetic accessories (e.g. waste baskets, ash trays, pictures, plants, etc.)	240	240	240	240
Research Associate's Office: 150 sq. ft. Approximately 10' x 15' with 3' x 5' executive desk, credenza, swivel chair, legal file, book case, waste basket, and 2 upholstered arm chairs.	150	300	300	300
Program Coordinator's Office: 150 sq. ft. Approximately 10' x 15' with 3' x 5' executive desk, credenza, swivel chair, legal file, book case, waste basket, and 2 upholstered arm chairs.	300	450	450	450
Planning and Administrative Assistants: Three offices about 100 sq. ft. each 10' x 10' with 30" x 60" executive desk, swivel chair, 1 legal file, waste basket, and 1 upholstered arm chair	200	300	400	500
Academy Fellow's Office: 150 sq. ft. Approximately 10' x 15' with 3' x 5' executive desk, credenza, swivel chair, legal file, book case, waste basket, and 2 upholstered arm chairs.	---	---	---	450

14.

	Opening	1969	1970	1971-1973
Reception Area: 120 to 500 sq. ft. with closet. Clerk-typist. 10' x 15' at entry with secretary's desk, secretary's chair, credenza, typewriter, waste basket, 4 upholstered arm chairs, two ash trays on stands, 2 attractive paintings and carpets.	150	150	150	150
Secretarial Pool Area: allow about 80 sq. ft. per clerk typist. 8' x 10' appropriately partitioned with a secretary's desk (left or right hand typing arm as required), secretary's chair, legal file, typewriter, wastebasket.	160	400	400	560
Conference Room 250 to 400 sq. ft. 18' x 20' with one 4' x 10' conference table. 12 upholstered arm chairs, clock.	360	360	360	360
Duplication and Mail Room: 200 to 500 sq. ft. 12' x 35' with Xerox duplicator, multilith or mimeograph duplicator, collator, addressograph, postage meter, mail boxes, 2 tables (3' x 5'), one secretary's desk, 1 chair, 12 linear feet shelving (18" base, 12" upper) minimum for supply storage, two 24" x 36" locked cabinets or a closet for other material storage. This is based on a large volume of paper being handled. If the mailings are light this area could be trimmed.	420	420	420	420
Corridors and toilets @ 20% approximate area	600	700	750	900
TOTAL HEADQUARTERS SPACE REQUIRED	3,530	4,270	4,420	5,280

Space requirements for NASE programs to be conducted at headquarters site.	Opening	1969	1970	1971-1973
Seminar room: 1,250 sq. ft. Allow 25 sq. ft. per person. Assume maximum capacity of 50. 125' x 100' with 50 upholstered ballroom chairs, clock, slide, overhead and movie projectors, 6' x 6' screen, A-V blinds, chalk board, and carpets.	2,500 -	2,500	3,750	3,750
Discussion room 400 sq. ft. 20' x 20' with one 4' x 10' conference table, 12 upholstered arm chairs, clock, chalk board, carpet.	2,400	2,400	4,000	4,000
Library: 2,000 sq. ft. 100' x 200' with appropriate library book shelves and equipment, overstuffed furniture and desks to create comfortable reading and study areas.	-----	-----	2,000	2,000
Lounge: 1,000 sq. ft. 80' x 125' with overstuffed furniture, coffee bar and refrigerator, television, carpet.	1,000	1,000	1,000	1,000
Workroom: 250 sq. ft.	250	250	250	250
Corridors and Toilets @ approximately 20% of net area	1,230	1,230	2,200	2,200
TOTAL PROGRAM SPACE	7,380	7,380	13,200	13,200

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Fiscal Considerations

The financing arrangements for NASE must be highly organized and continuous. One-time financing efforts may achieve limited objectives, but they seldom create momentum for continued progress, particularly for those institutional objectives which are long range in character. Therefore, organization must be undertaken with long-term consideration in mind. Among the principles which should govern the organization are the following:

1. The long-range objective should be to develop a strong natural image for the quality of the Academy program and its services.

2. NASE must be clear-cut in its educational purposes.

3. NASE must develop programs designed to give it national viability as a force not only for the improvement of school administration but also as a sensing mechanism for determining the kind of educational leadership required to keep the schools in the forefront of society's institutions.

Perhaps the most fruitful area for service would be the stimulation of excellence in administrative leadership. Among the techniques which could be used for this purpose are an awards system for individuals and school systems or state organizations of administrators, a scholarship system, the publicizing of excellence and national recognition for local school systems with outstanding administrative development programs.

NASE should carry out a program of service for its members but should not attempt to replace existing institutional programs. Perhaps affiliations with institutions of higher education or other educational agencies would help to make available some of their services to NASE and its members. Service to the membership of NASE should be a first priority item in the early days of NASE's existence.

NASE should consciously seek membership from a wide range of persons in positions of administrative and educational leadership. Clearly establishment leaders are critical, but it will also be essential to incorporate strong grass roots, support from among such groups as

State and Local Boards of Education

Colleges of Education and Departments of Educational Administration

State and local organizations of administrators

NASE should have a professional staff sufficiently large and qualified to give simultaneous attention to academic and in-service programs - seminars, conferences and fund raising and other operational needs. In its second phase, the Academy should seek to dedicate a portion of its resources to stimulate the development of creative ideas, techniques, or approaches in educational administration possibly utilizing sabbatical leaves and other research planning-development related activities. In this way NASE can become a contributor to as well as a user of the stream of innovative ideas.

NASE should seek to develop as quickly as possible an internal communication system which will make it possible for the membership to know about and participate in the programs of the Academy, to be made significantly aware of the potential represented by the Center for Advanced Study and to use NASE's statements and reports for planning and development purposes.

The organization of the Center for Advanced Study should provide sufficient autonomy to set or modify policy where it is important to the planning or development effort of NASE. This can be done in part by attracting two or three creative thinkers to NASE for a period of one or two years and endowing them with the resources for study, travel, and consultation that may enhance productive inquiry at the growing edge of school administration. Another approach would be to contract with promising persons or institutions to further encourage the production of ideas which may lead to improvement in the practice of school administration and are consistent with the program priorities of NASE. A third alternative would be to invite a cadre of 5, 10, or even 15 distinguished practitioners and professors with extended experience in coping with a specific problem in administration to deliberate and share insights for a period of one or more weeks. Experience will dictate which one or more of these approaches yields the highest payoff of unique contributions to the goals of NASE. This goes far beyond the traditional conception of what is popularly referred to as "think tank.'

Proposed Financing Plan for the Center for Advanced Study

Founding Members	100 @ $1000	$100,000
Sponsoring Members	1000 @ 50.00	50,000
General Membership	10,000 @ 10.00	100,000
Affiliated Organizations Contributions		25,000
Corporate Contributions		100,000
Foundation Support		100,000
		$475,000
Endowments		125,000
	Total	$600,000

Budget Rationale

Projections indicate that the regular program of NASE can become completely self-supporting within five and one-half years with funds derived from tuition fees paid by the individual participant or his sponsoring school agency. Start-up and developmental costs associated with the launching of the three dimensions of the Academy program will necessarily exceed tuition revenues.

AASA will assume responsibility for overhead expenses and collection and contribution of participant fees. Participant fees will range from an estimated $18,750 during the last half of 1968 to $750,000 during 1973. To encourage the widest possible early participation in the program it is planned to increase tuition fees gradually during the first two years of operation so that at the end of the first five years, seminars will be operating on a full fee basis. These budget figures are based on estimated operational costs and make no allowances for accumulation of reserves or endowment for scholarships to worthy and needy persons.

Proposed Operating Budget - September 1, 1968 - August 31, 1969

I. Expenditures (for 12 months)

A. Salaries (for 12 months)		
1) Professional		
a. Executive Director (@ $27,000)	$27,000	
b. Associate Director, Program (@ $24,000)	24,000	
c. Associate Director, Administration	-0-	
d. Research Associates (@ $20,000)	-0-	
e. Program Coordinator (@ $20,000)	-0-	
f. Planning and Administrative Assistants (2 @ $13,000)	$26,000	
2) Secretarial		
a. Executive Secretary (@ $11,000)	-0-	
b. Secretary (3 @ $8,000)	$24,000	
3) Indirect Personnel Costs (22% of 1+2)	$22,220	
TOTAL 1+2+3		$123,220
B. Meetings and Conferences, NASE Board of Directors, and Annual Board of Visitors. Travel, per diem, and misc. expenses		$ 10,000
C. Office Supplies and Equipment		$ 6,000
D. Rent (1,250 sq. ft. @ $6 per Sq. Ft.)		$ 7,500
E. Preparing and printing program materials, annual report, and Board of Visitors reports.		$ 2,000

F. Staff Travel Expenses		$ 8,000
G. Consultant Services for program development and evaluation (stipends and expenses)		$ 5,000
H. Awards and Certificates		$ 500
I. Instructional Costs		
1) Seminar variable costs. Instructor's fees ($50 per presentation of $150 per day maximum); instructor's expenses ($150 per trip to seminar site plus $30 per day); and site rental costs ($40 per seminar day). Estimated variable instruction cost per week @ $1,250		
Assume 30 students per seminar = $42/week per student for instruction. Estimate 960 students @ $42/week		$40,320
2) Fixed seminar costs. Allow $15 per participant for books, supplies, etc. Allow $5 per participant for registration costs		
Assume 960 participants at $20		$19,200
TOTAL INSTRUCTIONAL COSTS		$ 59,520
J. Program Promotion Costs		$ 1,000
K. TOTAL DIRECT COSTS	$222,740	
L. Indirect Costs (25% of direct costs)	$ 55,685	
M. TOTAL DIRECT AND INDIRECT COSTS		$278,425

II. Income		
A. Fees collected ($100 per participant - assume 960 participants)		$96,000
B. Funds available from U.S.O.E.		-0-
C. Funds from AASA General Fund		$82,685
1. Director's salary	$27,000	
2. Indirect costs	$55,685	
D. Funds drawn from AASA Reserves (to $100,000) (Total Direct and Indirect Costs - (A+B+C))		$99,740
E. TOTAL INCOME		$278,425

AASA National Academy for School Executives October 16, 1968

REPORT OF THE TASK FORCE ON STRUCTURE

(Final Report)

There are many ways to structure an institution so as to facilitate accomplishment of its missions. Objectives must be determined prior to designing the organizational pattern. The NASE missions stipulated in the Report of the Program Task Force are accepted for the purposes of this document. The relationship between the policy making body and its chief executive officer, who controls operations, authority and responsibilities allocated to various positions, subdivision of important tasks, patterns of formal communication among persons and positions, and standard operating procedures are all important issues in developing a structural framework for an organization.

NASE could be structured independent of institutions of higher learning and professional societies, but this alternative is not consistent with the constraint placed upon the Task Force that NASE be sponsored by and be an integral part of its parent organization, the American Association of School Administrators, which generated interest in NASE. The AASA Committee for the Advancement of School Administration sketched in broad terms the prime characteristics of NASE. In addition, the Association dedicated sums in excess of $50,000 to develop an Academy model. In short, the external structural elements of relating NASE to its environment are predetermined in large part by its relationship to AASA. The Task Force faced the challenge of recommending an internal organization for the National Academy for School Executives and defining with greater clarity its position and relationships within AASA.

There are many advantages inherent in structuring NASE as an important part of AASA. The following are a few examples:

1. NASE will be heir to the goodwill and prestige earned by AASA during its many years as an established and respected national professional society for school administrators.

2. The large AASA national membership base, ready communication networks, and professional contacts with practitioners will be decided assets in developing and sustaining future NASE programs.

3. The sizable fiscal, personnel, and other resources of AASA will guarantee a support base necessary for initial and future NASE operating stability.

Whether AASA shall control NASE is not an issue, for this was inherent in the preliminary considerations and present development of NASE with AASA funds and sponsorship. A more pertinent question is the degree and methods of AASA control over NASE policies and operations. The uniqueness of NASE as an educational agency that is focused sharply on the inservice development demands of practicing school administrators must be kept uppermost in mind in recommending its relationships to AASA. NASE must have freedom of expression and the privilege to explore new approaches without recriminations for failure that may accompany innovations. NASE requires a high degree of flexibility to respond quickly to ensure that its programs remain relevant to the times and the audience being served. The anticipated size of NASE

programs and other operations will necessitate special considerations in defining working relationships within the AASA family. The AASA Executive Committee, AASA Executive Secretary, NASE Governing Board, and NASE professional staff members all will have a part in NASE's future.

The first temptation was to adapt patterns from related agencies. However, no other professional society in education at the present time has developed, organized, and operated an inservice vehicle of the envisioned magnitude for professional educators. Therefore, there was no opportunity to draw on the experiences of such an organization and to incorporate its relevant features into the NASE structure.

The key operational concerns of AASA-NASE that must be considered in designing its structure are that:

1. NASE must be established by a legal or other recognized authority and authorized to pursue its objectives.

2. NASE must have a clearly defined set of relationships with the organization (AASA) which established it.

3. NASE must have a policy determining board.

4. NASE must have an executive arm to carry out the operational implications of its policies.

5. NASE must have an adequate staff of personnel, each having clearly defined responsibilities and appropriate authority and organized in the manner most likely to facilitate accomplishment of NASE's missions.

6. NASE must acquire the fiscal and physical resources needed to pursue its objectives.

7. NASE must develop a program of offerings related to its missions.

8. NASE must develop standard operating procedures.

The structural implications of making NASE an efficiently functioning organization will be examined further in the paragraphs that follow.

The Establishment of NASE

If NASE is to realize its potential, there must be no question as to its legitimacy as an organization. This necessitates formal action by the AASA Executive Committee to give credibility to the existence of NASE. It is recommended, therefore, that the AASA Executive Committee approve resolutions related to:

1. The primary missions of NASE;

2. Establishment of NASE as a special purpose and quasi-autonomous agency within AASA;

3. Delegation of authority for NASE operations to the NASE Governing Board (see recommended NASE Delegation Matrix, p. 9);

4. Creation of additional professional and other positions within AASA necessary to adequately staff NASE;

5. Authorization of NASE to seek fiscal and physical resources necessary to fulfill its missions; and

6. Authorization of the Governing Board and professional staff to contract for NASE services only and not for other AASA activities or functions.

In general, NASE will be recognized as a legitimate and operational organization when:

1. The AASA Executive Committee approves the necessary resolutions creating NASE and grants to NASE the broad allocations of authority necessary to fulfill its responsibilities;

2. The establishment and granting of NASE authority is recorded in the official minutes of the American Association of School Administrators;

3. A NASE Governing Board is appointed;

4. Resources are allocated and made available to NASE;

5. A Director and Staff are authorized and appointed; and

6. NASE programs are available and practitioners are attracted to them.

Since NASE is an integral part of the American Association of School Administrators, a constitution and formal bylaws are not necessary. The legitimizing resolutions of the AASA Executive Committee will define the broad operating "bylaws" for NASE. The legal status, tax exempt status, and other privileges and restrictions for NASE are derived from the status enjoyed by AASA.

It follows that the parent body that creates AASA-NASE will also determine its duration. The AASA Executive Committee, therefore, is the final authority on NASE missions and activities. This implies that NASE has no inherent or plenary authority, but has as much authority as delegated to it by the AASA Executive Committee.

The NASE Governing Board

The AASA Executive Committee, working with the AASAExecutive Secretary and his professional staff, has responsibility for all of the many, varied, and complex programs and activities of the Association. It is neither prudent nor practical for the AASA Executive Committee to assume responsibility for detailed operational concerns of a part of AASA that is destined to be as complex and large as NASE. To do so might result in a focusing on only one aspect of the total AASA program, with a consequent neglect of other necessary functions. The AASA Executive Committee should exercise its control over NASE through broad policy determination and its supervision of NASE activities through special reports prepared by those with primary responsibility for NASE operations. NASE should be a quasi-autonomous part of AASA with its own Governing Board to assume primary direction of missions and operations. This Board should be granted the status of a standing AASA committee and such additional authority as needed. Members of this special Board should be appointed to office by the AASA President.

The missions of the NASE Board of Governors should be (a) to determine policies necessary to direct Academy operations within the broad framework determined by the AASA Executive Committee; (b) to initiate long-range plans to fulfill the mission of NASE: (c) to establish priorities in allocating resources to the realization of

the NASE functions; (d) to determine what action programs of the Academy shall be implemented; and (e) to adopt the necessary rules and regulations to ensure the efficient operation of NASE. It should prepare annually a report of NASE programs and activities and submit the same to the AASA Executive Committee.

It is recommended that there by a 15-member NASE Board of Governors, with 2 members serving ex officio: the AASA Executive Secretary and the AASA President. Of the remaining 13, no fewer than 6 shall be practicing school superintendents. The remaining 7 members shall be appointed by the AASA President to represent lay and professional groups, particularly professors of school administration with a special interest in NASE.

The thirteen appointed members shall serve three-year overlapping terms. Service as a Board member should be limited to two consecutive three-year terms. To enable the Academy to operate with overlapping terms, the initial appointments shall be made as follows: four members for one-year terms, four for two-year terms, and five for three-year terms. The term of office shall begin January 1 and terminate December 31 of the final calendar year of the appointment. All appointments shall begin January 1, 1969.

The Board shall organize itself for action and determine by ballot a chairman who shall serve for a period of one year. The chairman must be a practicing school administrator--that is, a superintendent or assistant superintendent of schools. The Board shall determine the frequency of meeting as well as time and place of its sessions. The NASE Board shall function as an executive committee of the whole and without standing committees. Ad hoc committees may be organized as needed.

Vacancies may occur through resignation submitted to the chairman of the Board of Governors or NASE Director, death, expiration of an appointed term, and departure from an ex officio position. A vacancy shall be declared when a person appointed to be a representative of practicing administrators ceases to be one for whatever reason. In addition, any member of the Board of Governors who willfully fails to attend three consecutive scheduled meetings may be judged by a majority of the Board to have yielded his appointment. All vacancies shall be filled by the AASA President, and the new appointment shall be for the period of the unexpired term.

NASE Director and Headquarters Staff

There shall be a Director of the AASA National Academy for School Executives. His responsibilities shall be to (a) serve as executive officer of the Board of Governors; (b) perform as chief administrative officer of the Academy: (c) provide leadership to Academy programs and activities; and (d) serve as liaison between the National Academy and other AASA professional staff members. He shall hold the rank of Associate Secretary of the American Association of School Administrators as well as Director of NASE. At least 90 percent of his time shall be related to NASE missions and activities.

The establishment of positions in NASE and the appointment of Professional staff members shall be within the context of existing AASA policies and practices.

The Task Force recognizes that there can be only one chief executive officer for the American Association of School Administrators. NASE is a part of AASA and, therefore, no position in NASE shall be construed as being coordinate or superordinate to the AASA Executive Secretary, who is the only person who appoints professional personnel to AASA positions, as established by prior action of the AASA Executive Committee. The Task Force recommends that these policies and practices be continued

with respect to NASE with the following qualifications:

1. The AASA Executive Secretary shall recommend to the AASA Executive Committee, with the concurrence of the NASE Board of Governors, the appointment of the Director of NASE.

2. The NASE Director shall serve at the pleasure of the NASE Board of Governors. This Board shall determine when there is sufficient and good cause to recommend removal of the NASE Director. This recommendation shall be made by the NASE Board and forwarded to the AASA Executive Secretary.

3. All remaining professional and other NASE personnel shall be appointed by the NASE Director. The concurrence of the NASE Board of Governors shall be required for professional level positions.

Under this unique arrangement, the NASE Director will report and be subjected to the direction of the NASE Board of Governors for all NASE functions. Likewise, he shall be responsible to the AASA Executive Secretary for all AASA and non-NASE-related functions that may be assigned. It is clearly established that the NASE Director is a subordinate professional position to the Executive Secretary of AASA.

The NASE Director shall recruit and employ secretarial, consultant, and other program personnel required for NASE headquarters operations and program activities. He shall discharge his responsibilities within the policy framework of other AASA operations unless the unique demands of NASE operations necessitate modification as indicated in presently existing or future policy statements. Special releases, instructional materials, publications, and similar concerns which are unique to NASE shall be accomplished under the direction of the NASE Director and/or his appointed representatives.

The NASE Director shall prepare an appropriate agenda for all meetings of the NASE Governing Board, an annual budget, and an annual report of NASE programs and activities for the consideration of the NASE Board of Governors.

NASE Organizational Chart

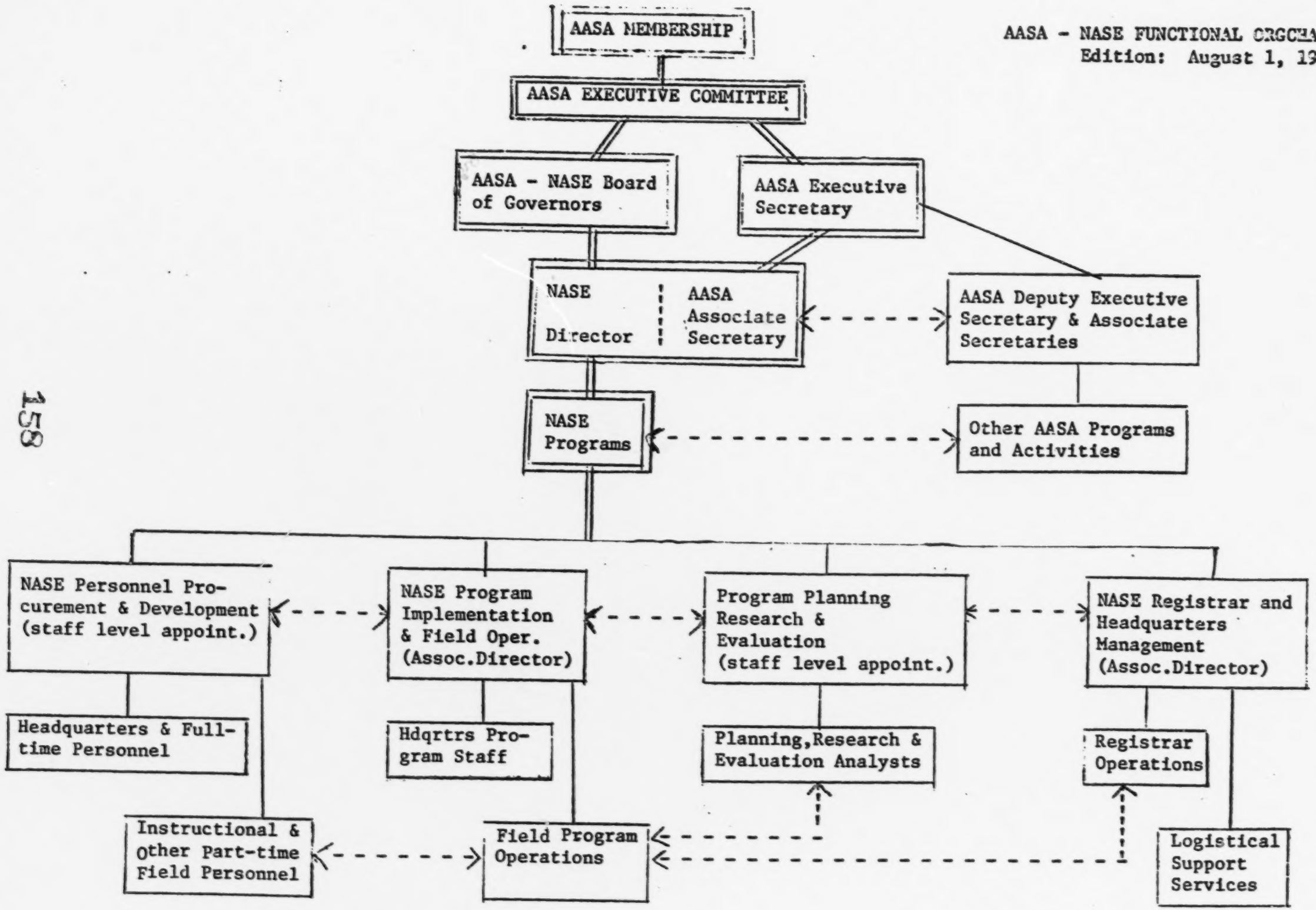
NASE requires a flexible organizational structure to maximize its capacity to sense emerging issues crucial to school administration and to develop quickly necessary and meaningful program responses. The structural configuration will resemble what has become known in recent years as "project" or "program" organization. A suggested organizational pattern is shown on the page that follows. It is called a functional "orgchart" because designations are based, by and large, on functions to be performed within NASE. The number of positions required to execute any given function will vary with the magnitude and priority attached to the function.

The orgchart summarizes the previously stated relationships between NASE and AASA. In addition, the direct line control of the NASE Board of Governors over the NASE Director in his execution of NASE functions is shown.

Personnel procurement and development represent key functions in the operation of NASE. They shall be the responsibilities of the chief executive of NASE. At some future point, the discharge of personnel functions may require a special staff appointment.

NASE programs constitute the heart of operations. It is recommended that one of the early staff appointments be that of the Associate Director for Program Operations. His responsibilities would include scheduling of future programs for various

AASA - NASE FUNCTIONAL ORGCHART
Edition: August 1, 1968


AASA MEMBERSHIP
AASA EXECUTIVE COMMITTEE
AASA - NASE Board of Governors
AASA Executive Secretary
NASE Director
AASA Associate Secretary
AASA Deputy Executive Secretary & Associate Secretaries
NASE Programs
Other AASA Programs and Activities
NASE Personnel Procurement & Development (staff level appoint.)
NASE Program Implementation & Field Oper. (Assoc.Director)
Program Planning Research & Evaluation (staff level appoint.)
NASE Registrar and Headquarters Management (Assoc.Director)
Headquarters & Full-time Personnel
Hdqrtrs Program Staff
Planning,Research & Evaluation Analysts
Registrar Operations
Instructional & Other Part-time Field Personnel
Field Program Operations
Logistical Support Services

instructional centers across the nation and operations of NASE activities. The Associate Director for Program Operations shall coordinate the work of program managers and part-time instructional personnel.

To remain a viable organization, it is imperative that planning, research, and evaluation be an integral part of NASE. These functions constitute a continuing cycle of activities which ensure the relevancy of present NASE efforts and the development of new program concepts. A core of staff officials can analyze emerging needs, perform market research to determine what is appropriate where, evaluate program operations on a continuing basis (independently or with the help of specialists), and develop long-run (five- to ten-year period) projections of NASE programs.

The Necessary registrar and logistical support services are combined in one position in the NASE Orgchart. The necessary details of enrolling administrators in a variety of programs, keeping track of who is in attendance, and the efficient management of fees collected or funds expended are important aspects of NASE. It is recommended that an Associate Director for Administration be employed as soon as NASE becomes operational.

Some positions will be staffed with professionally prepared and experienced personnel. This will be particularly true at the Associate Director level, where the attainment of a doctor's degree should be an important requirement. Planning and administrative assistants may be interns--either advanced doctoral students or post-doctoral interns.

There must be adequate secretarial assistance for all levels and functions of Academy operations.

Fiscal Resource Management

The Task Force on Resources will provide a more comprehensive analysis of fiscal requirements, sources of funds, nature of facility requirements, and the like. Of concern here is the broad outline of a structure for fiscal operations. The NASE budget is an expression of programs and missions translated into dollars and cents. The NASE annual budget should be approved by the NASE Governing Board. To ensure that NASE receipts are at least equal to expenditures and, therefore, that NASE operations do not divert funds from other AASA activities, the NASE annual budget should be presented to the AASA Executive Committee at least three months prior to its implementation. This budget is submitted for the information and concurrence of the AASA Executive Committee. The AASA Executive Committee should not assume line item veto authority over the NASE budget. Its actions oversee the Board of Governors to ensure that NASE is being conducted in a fiscally responsible manner.

NASE will require a special set of fund and accounting procedures within the AASA structure. This would include a set of checks unique to NASE. The authorizing signatures for release of funds with NASE checks should be the AASA Executive Secretary, NASE Director, and any other individuals designated by the NASE Governing Board. There is no need to maintain a NASE depository separate from AASA; accounting procedures should identify receipts and disbursements made in the name of NASE. A surplus at the end of a fiscal period should be placed in an AASA-NASE reserve. If and when NASE ceases to exist, all assets should be transferred to AASA.

Structurally, NASE will have a separate logistical pattern within AASA operations, which is consistent with its unique fiscal management and personnel administration requirements as a quasi-autonomous division. Titles to all NASE property will be in the name of AASA for NASE purposes.

Design for Decision Making

The authority to make decisions deals with the fundamental issue of the freedom to operate NASE in consonance with its primary missions. The magnitude of NASE operations and the newness and uniqueness of its missions suggests that it is essential to develop guidelines designating the delegation of powers and responsibilities for principal decision makers. Decision making is a complex process, particularly so for NASE which has a complex set of interrelationships within AASA. A call for action must be initiated somewhere. A decision may necessitate review or transmission of information vital to it, and someone must have the authority to make the final decision on a given issue. Concurrence in a decision may be a part of the action to preserve relationships or to involve one or more groups with a special interest on a sensitive matter. In addition, there may be legal demands that decisions with respect to contracts with government agencies be lodged with a particular agency within the organization.

The NASE Delegation Matrix on the following page summarizes decision authority, both qualified and unqualified, among various individuals and bodies involved in AASA and NASE operations. It incorporates previously recommended relationships and decision-making authority. The Task Force recommends that the Delegation Matrix be adopted by the AASA Executive Committee in lieu of a set of bylaws for NASE. Time and experience will better establish the degree of operating freedom necessary for the Academy to fulfill its missions with vigor and integrity.

NASE Structure Flexibility in the Future

NASE is a unique vehicle with a specific mission. There are no clear-cut prototypes for a national inservice agency for school administrators, and there is no previous experience from which to derive a formal organizational structure. It is clear that if form is to follow function, the NASE organizational pattern must be flexible in the face of changes and demands in mission. The need to provide quick, relevant responses to crucial administrative problems is the primary consideration which must permeate all of NASE's operations. AASA, as well as NASE, must be ever ready to change staffing or decision patterns to meet new conditions. It cannot be urged too strongly that the Academy be designed structurally to react quickly and this demands quasi-autonomous status within AASA.

THE NASE DELEGATION MATRIX

	NASE Decision(s)	AASA AND NASE OFFICIALS CONTRBUTING TO NASE DECISIONS					
		AASA Exec. Comm.	AASA Pres.	AASA Exec. Sec.	NASE Gov. Bd.	NASE Dir.	NASE Prof. Staff
		(a)	(b)	(c)	(d)	(e)	(f)
1.	Creation, Establishment, and Discontinuance of NASE	D					
2.	Appointment of NASE Governing Board		D				
3.	NASE Executive Director Appointment			D	C		
4.	NASE Executive Director Removal				D		
5.	All Professional Level NASE Staff (employment, discharge, work rules)				C	D	
6.	Annual NASE Budget	C			D	R_2	R_1
7.	Logistical Support Operations				C	D	R_1
8.	Compensation for NASE Director			R_1	D		
9.	Compensation for Other NASE Staff Members				C	D	
10.	NASE Program Priorities and Activities				D	$R_{1,2}$	R_1
11.	Program Content, Planning, and Development					D	R_1
12.	Tuition Charges for NASE Programs				D	R_1	
13.	Contracts with Government and Private Agencies	L			D	$R_{1,2}$	R_1

Legend
D = Principal decision maker
R_1 = Initiates recommendations
R_2 = Reviews, amends, and transmits recommendations
C = Concurs in or approves decisions
L = Legal or technical responsibility

AASA National Academy for School Executives January 2, 1969

TASK FORCE ON EVALUATION AND FEASIBILITY

FINAL REPORT

Purposes and Functions

The functions of the Task Force on Evaluation and Feasibility were listed at the inception of the National Academy for School Executives (NASE) as follows:

1. To evaluate the capabilities of NASE to meet stated objectives within time constraints, acting on recommendations of the Task Forces on Structure, Program, and Resources.

2. To interview various individuals concerning their perceptions of the role the Academy plays and the contribution it makes to the continuous growth of school administrators.

3. To ascertain the reactions of practicing school administrators in mid-career to the NASE model.

4. To determine the degree to which administrators in various areas of the nation are likely to enroll in Academy programs.

5. To suggest appropriate strategies for

   a. Implementing NASE programs,
   b. Informing the profession of NASE activities and schedules,
   c. Ascertaining priorities for offering each of the program elements,
   d. Determining appropriate initial schedules of program offerings,
   e. Selecting various sites across the nation for launching the National Academy.

Initial Steps

It was obvious that the Evaluation and Feasibility Committee could not carry out its assignment until the Committee on Program produced at least a tentative model.

The initial efforts of the committee were directed towards finding out if practicing administrators would participate in an Academy Program, considering such variables as location (central vs. regional, or both), reactions to fee schedules and reward systems and, most important, what programs would provide the greatest amount of help.

Early in its deliberations, the Committee agreed that any feasibility study should be conducted in a systematic way using

the expert counsel of those skilled in polling and sampling methods. The Committee urged the AASA to publicize the purposes of the Academy in order that a sampling of the opinions of practicing superintendents would reflect their very best judgment based upon full knowledge of Academy goals.

The Committee also emphasized the need for the appointment of the Director of the Academy early enough to provide the very essential planning time necessary for its launching.

The Feasibility Study

Purpose of the Study

This study was undertaken to gather information essential to the planning and implementing of the National Academy for School Executives. Specifically, it was designed to collect data about the importance of sixteen high priority programs defined by the NASE Task Force on Program, to provide information about the amount of time and money school administrators are prepared to spend for in-service activities, to determine the effect of location and tuition fees on the success potential of NASE, and to probe the general levels of support now being generated or that may be generated for a National Academy.

Design of the Study

Data was gathered by means of an eight page opinionnaire (attached). This opinionnaire, mailed to 10 percent of the AASA membership, was developed to gather data about approximately 100 variables. Included were items to reflect the usefulness, the current level of knowledge, feelings about adequacy of present knowledge, and the availability of each of the 16 programs identified by the NASE Task Force on Program. In addition, variables were included to gather data about time, location, financial constraints, the amount of information respondents had about NASE, the importance or impact of NASE, general support, and respondent background (e.g., age, degree held, financial capacity and size of district, etc.).

The sample was a serial one and was selected by taking every tenth name from the AASA membership roster when ordered by ZIP Codes. Retired members, institutional members and non-educator members were removed. The ZIP Code ordering base was selected to insure regional distribution. The first name was selected by lot to approximate random sampling.

The opinionnaire was mailed to 1,379 superintendents, assistant superintendents, professors, deans, etc., along with a cover letter signed by Forrest E. Conner and Stephen J. Knezevich requesting completion of the opinionnaire. Duplicate mailing tapes were made and as responses were received, an attempt was made to associate them with a name on the master list. In this way, a

current tabulation was always maintained of those in the original sample who had and had not returned opinionnaires. Approximately 3 weeks after the original mailing a follow-up request was sent to those from whom returns had not been received.

By the cut-off date (June 27, 1968), 839 opinionnaires had been returned. This is a return of 60.84 percent.

The information from the opinionnaire was transferred to data cards and results tabulated by computer.

ZIP Code analysis of the returns indicates that, with the exception of California, Arizona and Nevada, the returns are geographically representative. With the exception of these three states, the return rate approximated 60 percent in each ZIP Code region. For California, Arizona and Nevada only twenty-nine of the eighty opinionnaires mailed were received for a rate of response slightly over 36 percent.

Comparison of the number of opinionnaires mailed to each of 12 geographical regions with the AASA 1967 membership for each region indicated that the original sample was a good one. In each region an amount equal to between 7.5 percent and 9.5 percent of the recorded 1967 AASA membership for the region was sampled. Given the fact that institutional and retired members were removed from the sample, as were architects and non-educational affiliates a reliable sample was achieved. Table I shows regional sample and AASA data.

Computation of Data

The responses for the 91 items on the opinionnaire were first processed to give raw data and percent responses for each. In addition to the scores for the total sample, breakdowns were provided by the position or title of the respondent, by the highest degree held by the respondent, and by the region in which the respondent reported residence. In this cutting of the data each of the 800+ respondents was accounted for or his response reflected in four separate scores: 1) in the total sample; 2) in one of the three positional breakdowns (superintendent, central office, or other); 3) in one of the four highest degree categories (bachelor, masters, education specialists, or doctorate); 4) in one of the 12 regions. Superintendents accounted for 598 or about 72 percent of the sample response.

In the first data run it was not possible to separate the effect of non-practicing school administrators (i.e., deans, professors, and others) from the regional totals or from the highest degree figures. To provide a reading for superintendents only, the cards were sorted to remove all but superintendents from the deck and the superintendent deck was then run using the original program. The second output, therefore, reflected only the responses

of superintendents. Finally, the data obtained from superintendent respondents were computed to provide two intercorrelation matrixes. The first, a 64x64 matrix, compared individual responses for each of the four items under each of the 16 programs. The second, a 40x40 matrix computed correlations between the usefulness response for each of the 16 programs and for selected other items from the opinionnaire.

In addition to the computer calculations, certain hand calculations were made to determine significant differences between the proportions represented by various groups in their response to certain items and to determine the approximate correlations between program responses among various groups. The method selected for this computation was that of rank order correlation. The results discussed herein reflect the input from these various computations and treatments of data.

The preparation of the opinionnaire was the result of collaboration among Dr. Stephen J. Knezevich, Michael J. Murphy, his assistant, and the members of the Evaluation and Feasibility Committee. The processing of the opinionnaire was largely the work of Michael J. Murphy, who made a most thorough analysis of the data. (A complete summary is available at the AASA office.)

Out of 1,379 opinionnaires mailed (including a second reminder) 839 were returned - a response of slightly over 60 percent. The Committee suggested that non-respondents be sent a third follow-up in order to raise the percentage, if possible, to 70-75 percent.

Substantive Results of the Opinionnaire - General

Data from the opinionnaire indicated that respondents had little knowledge of NASE prior to completing the opinionnaire. Of the total responding, 62 percent indicated that they had heard of the Academy but knew very little about it; 30 percent had heard nothing at all.

The Academy seemed to draw sizable support generally from superintendents. About 99 percent of the superintendents sampled felt that the Academy was either a good or a very good idea. Ninety-four percent indicated that they believed the Academy was "Practical and Worthy of Support" by members. About 79 percent of the superintendents sampled agreed with the statement "My School Board will be Eager to Have me Attend Sessions."

AASA's relationship to the Academy was also seemingly endorsed by results from the sample. To the item "Only AASA will be Able to Make Something Like This Work," 81 percent of the superintendents sampled agreed, 19 percent disagreed. To the item "The Academy Idea Probably Can Not be Implemented by AASA, 94 percent disagreed, and finally to the item "The Academy Should be Affiliated with and Operated by a University," 71 percent expressed their disagreement.

The superintendents seemed to believe that the Academy can, in fact, have a sizable impact on their professional development and on schools in general. Eighty-six percent of the responding superintendents agreed with the statement "The Academy Will be a Real Source of Innovation in the Schools." Eighty-seven percent agreed with the statement "The Academy Will Have a Direct Impact on My Professional Development." Eighty-nine percent agreed with the statement "The Existence of the Academy Will Prompt Me to Reassess How I Provide for My Professional Development." Seventy-two percent of those superintendents responding believed the Academy could have tremendous or appreciable impact on schools.

Substantive Results of the Opinionnaire - Specific

1. The greater the amount of training received by superintendents, the more often the statement that the kinds of experiences offered by NASE would be essential and very helpful.

2. There is a slight suggestion that the less available the program the less essential superintendents believed it to be. Too, the more inadequate the respondent's knowledge, the less essential the program is considered to be.

3. The examination of the data for each program revealed the following results:

a. Instructional Technology

1) Ranked near the bottom in essentiality.
2) Doctorate degree superintendents considered it far more essential than those with masters degrees.
3) About 20 percent of all the superintendents indicated they had little knowledge about the topic.
4) About 75 percent felt that information regarding this topic is available elsewhere.

b. Staff Negotiations

1) It would appear that information regarding this topic is the most currently available; however, it would appear that this has regional interpretation depending upon the degree to which the superintendent has been forced to engage actively in negotiation.

2) More than twice as many superintendents with doctoral degrees ranked this as essential as against those with masters degrees.

3) A considerable number seemed to feel that they felt quite adequate with the amount of information they already possess.

c. Operational Responses to Pickets, Boycotts, Demonstrations and Riots

1) This program received a very low ranking on essentiality, yet a substantial percentage indicated that they knew very little about the topic.

2) About 37 percent reported that this program was the least available of all the programs.

d. Operational Responses to Strikes, Work Stoppages, Mass Resignations, and Sanctions

1) This program has a low essentiality ranking, low knowledge adequacy and availability.

2) Twice as many respondents with doctors degrees called this program essential as did those with a masters degree.

3) Regional differences were apparent.

e. Identifying Information Crucial to Administrative Decision-Making

1) This program ranked 11th in essentiality.

2) About 62 percent believed that information was already available.

3) Regional differences were apparent.

f. Public Relations Techniques and Styles of the Administrator as an Individual

1) This program was ranked 4th in essentiality.

2) About 66 percent indicated that their information was sufficient to function comfortably.

3) About 83 percent of the respondents indicated that this information was available elsewhere.

4) Although the results are conflicting; it may be concluded that despite considerable information already available, despite their own comfortableness concerning this area, superintendents are willing to pursue it further.

g. Power Structure and Leadership Analysis

1) About 24 percent of the superintendents checked this as essential.

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2) The northwest region revealed a higher percentage of essentiality than any of the other regions.

h. The Nature of Dissent and Disruption in Educational Institutions

1) This program ranked 13th in essentiality.

2) Knowledge concerning this topic was among the lowest.

3) The southwest region seemed to be the region most often checking this program as essential.

4) It is apparent that this topic is not yet of concern to the majority of superintendents.

i. Introduction of Decision-Making in Conflict Situations

1) This program ranked 8th in essentiality, although there was a wide variation among the regions.

2) About 29 percent indicated they had little knowledge; and 37 percent said their information was adequate.

3) About 50 percent said that information was available from other sources.

j. The Politics of School Finance

1) This program ranked first in essentiality.

2) About 93 percent of the superintendents indicated they had some knowledge of the subject and 69 percent thought they had adequate knowledge.

3) It is apparent that this program is of universal concern and one in which superintendents are involved.

k. Urban Crises in Education

1) This program ranked near the bottom of all categories.

2) It is apparent that the sample did not reflect the urban superintendency.

l. Relations With Local Government Agencies

1) This program ranked 10th in essentiality.

2) About 65 percent seemed to feel fairly well informed regarding this program.

3) Some regional differences were apparent.

m. Human Relations in the School Environment

1) This program ranked 7th in essentiality.

2) About 54 percent were satisfied with their knowledge of this subject.

3) Regional differences were marked.

n. New Roles, Productivity, and Evaluation of Professional Staff

1) This program ranked 2nd in essentiality.

2) Twice as many of those with doctorate degrees as against those with masters degrees considered this program to be essential.

3) Regional differences were sizable.

4) 46 percent indicated satisfaction with the amount of their knowledge and 62 percent believe this information is available elsewhere.

o. Sensitivity Training for School Administrators

1) This program ranked 5th in essentiality.

2) Regional differences were sizable.

3) 53 percent indicated the information was available elsewhere.

4) 46 percent felt adequate with their current level of knowledge.

p. Physical and Mental Health of the Administrator

1) This program ranked 6th in essentiality.

2) 46 percent indicated satisfaction with their current knowledge level.

3) 30 percent believe they have inadequate knowledge.

4) Some regional differences were apparent.

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Conclusions Concerning Superintendents' Reactions to 16 Program Areas

1. The data confirm the fact that programs viewed as most essential were also most likely to be currently available and in which the respondents have more knowledge.

2. It is apparent that NASE should be considering programs for specific regions, since regions differ widely as to need.

3. The effect of centralizing programs vs. regionalization is difficult to determine from the data. There is some evidence supporting the desirability of scheduling programs centrally, but there is some evidence that regional programs would draw participants. Approximately 68 percent of the masters degree respondents indicated that location was a substantial factor in their decision to attend, whereas only 40 percent of the doctorate respondents indicated location as a substantial factor.

4. It is equally apparent that the more training the superintendent has received, the greater his awareness of the need for more training. NASE may have to cast aside the feeling of some superintendents that their knowledge is adequate simply because the problems have not "caught up with them" yet.

There is little doubt but that the officers and boards must develop systematic communication with superintendents throughout the country to ascertain needs. The questionnaire technique may be neither adequate nor accurate.

5. There is evidence that as courses are lengthened in time, the probablity of attendance will fall off sharply.

6. At any given percentage of attendance, larger fees would be paid by the group with doctorate degrees compared to those with masters degrees.

7. With respect to tuition rates, there is the same relationship between superintendents with masters and superintendents with doctorates; 44 percent of the respondents with masters stated that the amount of tuition would be a factor. Only 24 percent of those with doctorates indicated that the rate of tuition would be a substantial factor.

8. The size of the school district and the size of the community seems to have little bearing on any of the other variables.

9. The degree of school board support for attendance was related to both the amounts of money and amounts of time which would be allowed for the Academy, but the data is by no means conclusive.

The Committee believes that the sampling study gave some indication of the priorities which should be assigned to future programs of the Academy.

The Proposal to Field Test the Academy Programs and Operations

Late in July, at a meeting of the NASE Task Force on Evaluation and Feasibility, the recommendation was made that comprehensive field tests be scheduled in the fall of 1968 in the three areas which, in the judgment of the Director as a result of an examination of the opinionnaire, seemed to be most useful. The Committee proposed the following areas for investigation:

1. The quality and relevance of program content.
2. The effect of tuition on drawing power.
3. The most accepted time sequence.
4. The effectiveness of promotional materials and methods.
5. The drawing power of certain locations.

The Director was given the option of selecting from among the seven or eight programs which had been evaluated in terms of usefulness, essentiality, and need by the superintendents on the feasibility questionnaire; final decision was to depend upon the availability of leadership resources.

The term "pre-session" was selected over such commonly accepted terms as "model" and "pilot" to reflect the intent of the field testing project and still provide opportunity for participants to add pre-session achievements to those regular session Academy programs still to be scheduled.

Since evaluation is an essential feature of any program, the committee recommended the following activities:

1. Participants will be asked to respond to the effectiveness of each pre-session immediately and after a period of time has elapsed.
2. The instructors will be asked to submit a critique.
3. A member of the Evaluation and Feasibility Committee would be asked to sit in on each session as an observer and to interview participants informally.

S. J. Knezevich was directed to prepare standard directions for observers and evaluators.

The Committee considered such matters as bibliography for participants, a library of resource materials, a notebook for participants, special portfolios for instructors, certificates of achievement, and the need for establishing procedures and approaches different from those of the typical university program.

The following assignments were made to the members of the Evaluation and Feasibility Committee:

Kansas City Clinic - October 8-11 - Politics and Power Structure for the School Executive - Howard C. Seymour

Detroit Clinic - November 6-14 - Negotiations and the School Administrator - K. E. Oberholtzer

Santa Barbara Clinic - November 9-25 - PR Challenges of the Executive - Harold Wenaas

The Committee's Evaluation of the Three Pre-Sessions

Following are the Characteristics of the groups:

	Kansas City	Detroit	Santa Barbara
No. in Attendance	29	46	30
Superintendents	18	No Data	8
Assistant Superintendents	0		0
Principals	0		1
Directors-Coordinators	3		3
University	0		2
Age:			
Under 35	2	No Data	2
36-40	3		3
41-45	6		5
46-50	4		1
51-55	4		1
56-60	2		0
Over 60	1		0
Degrees:			
Master's	0	No data	0
Master's plus	7		8
Doctorate	15		4
Size of District	No Data	No Data	No Data

Evaluation of Pre-Sessions

Since the pre-sessions were scheduled to field test what might eventually be done by the Academy, the Committee--as a result of its observations, informal comments of participants, and their written evaluations--lists the following conditions which must prevail if future Academy sessions are to be productive, meaningful and effective:

A. With Respect to Location

1. The facilities need to be near the center of the community, where there is some opportunity for diversion and where adequate transportation is available.

2. Although the participants in all three clinics came from practically all sections of the country (except the Southeast), consideration should be given to scheduling clinics at locations which minimize the travel time and costs for participants.

B. With Respect to Leadership - Management

1. The Director of the Conference should not be used as a consultant, professor, lecturer, etc., unless a personnel emergency occurs.

2. The Director must have adequate management, clerical, and service assistance.

C. With Respect to Experts, Leaders, Professors, Discussion Leaders

1. The leaders, experts, and professors must be of proven ability.

2. Experts from different professions would vary the presentations.

3. In some manner, those who come to speak, participate, or present papers should have some knowledge of what has already transpired.

D. With Respect to Techniques or Methods

1. If individual counseling is to be provided, time must be set aside for it and a staff must be available. Some effort should be made to evaluate its value.

2. The methods used should not duplicate the traditional methods used in a college or graduate school.

3. Simulation or group techniques need to be well prepared.

4. Debates with at least two points of view are stimulating.

5. Participation by membership through small group discussion is essential.

6. Time must be provided for informal sessions.

7. The use of audio-visual aids would provide a much-needed change of pace from lectures and discussions.

8. Those who present papers should be prepared to provide written resumes.

9. Case studies are very valuable and need to be disseminated in advance in order to save time at the Academy sessions.

E. With Respect to Participants

1. A group seems to work well together when it has a common objective when there is evidence that each participant is made at ease in the presence of others and when all participants have semewhat the same level of experience.

F. With Respect to Timing, Duration

1. A seminar or clinic extending over a weekend is not to be preferred.

2. A five-day session, Monday through Friday, seems to be best accepted by practicing administrators in their mid-careers (at least during the school year).

3. Evenings should be utilized particularly when the Academy sessions are scheduled in such a short span of time.

G. With Respect to Content

1. The content must be geared to the participants' level of ability, competence and experience.

2. The presentations must be adjusted to the problems of communities from which the participants come.

H. With Respect to Financing

1. Apparently most superintendents and boards of education are willing to pay for profitable Academy sessions.

2. Tuition does not seem to be a serious handicap to the attendance of administrators in mid-careers, provided the classes and seminars have meaning and really serve to make a difference in the behavior of administrators when they return to their jobs.

I. With Respect to Socialization

1. An attempt must be made at the beginning to get the participants to know each other.

2. Some attention should be given to planned recreation, properly spaced, to provide a change of pace.

3. Consideration should be given to rotating participants at mealtime at designated tables, so that each could get to know the others in an informal way.

J. With Respect to Facilities, Equipment, Materials

1. The meeting room must be large enough to house the entire group, yet small enough to inspire Comradeship and compatability.

2. Small rooms adjacent to the large room should be available for caucussing, discussion groups and individual interviews.

3. Reproducing equipment must be readily available.

4. The facility must be willing to provide porter service for handling equipment, chairs, tables, etc.

5. If the literature and bibliography could be pre-mailed, much time would be saved at the Academy sessions.

6. Library materials should be accessible to all during the entire sessions.

K. With Respect to Room Service, Food Service

1. Food service must be better than average and prompt.

2. Coffee break service must be timely, appropriately prepared and served.

3. Rooms must be clean, well-heated or refrigerated and well-maintained.

CONCLUSIONS

The Committee on Evaluation and Feasibility, as a result of

its deliberations and its appraisal of the pre-sessions, has a most positive feeling towards the idea of the Academy. It is unanimously agreed that sufficient staff must be employed to do it well. The Academy must be supplied with sufficient funds to attract the very best of leadership from all professions if it is to have prestige. Every attempt should be made to work up a talent bank of the most qualified to deal with specific programs.

The Committee urges the Director to utilize a variety of techniques and methods especially designed for Academy purposes.

The Committee is completely convinced that the Academy idea should be fostered and that it can become a potent force for assistance to practicing administrators in mid-career.

APPENDIX D

COMPOSITION OF THE DEVELOPMENT COMMISSIONS

INSTRUCTIONAL SYSTEMS COMMISSION

Murray A. Taylor, Chairman
Superintendent of Schools
Federal Way, Washington

George B. Brain
Dean, College of Education
Washington State University
Pullman, Washington

Max G. Abbott
Director, Center for the Advanced
Study of Education Administration
University of Oregon
Eugene, Oregon

Louis G. Zeyen
Superintendent of Schools
Norwalk, California

PROGRAM DEVELOPMENT COMMISSION

John C. Prasch, Chairman
Superintendent of Schools
Lincoln, Nebraska

Malcolm Katz
Superintendent of Schools
East Lansing, Michigan

Gordon Cawelti
Superintendent of Schools
Tulsa, Oklahoma

Donald J. McCarty
Dean, School of Education
University of Wisconsin
Madison, Wisconsin

Luvern L. Cunningham
Dean, School of Education
Ohio State University
Columbus, Ohio

OPERATION AND FACILITY DEVELOPMENT COMMISSION

Ercell I. Watson, Chairman
Superintendent of Schools
Trenton, New Jersey

Ewald B. Nyquist
Commissioner of Education
State Department of Education
Albany, New York

John W. Letson
Superintendent of Schools
Atlanta, Georgia

Stuart L. Openlander
Superintendent of Schools
Parma, Ohio

Michael J. Murphy
Assistant Professor, Teachers College
Columbia University
New York, New York

APPENDIX E

To: Members of the Instructional Systems Commission, AASA-NASE

From: Philip Wilbur

Subject: Summary - Outcomes - Seattle Meeting - November 18, 1971

Present: Murray Taylor, Chairman
Louis Zeyen
George Brain
William Curtis
Philip Wilbur

This memorandum has been prepared from notes made by me during the meeting. The major areas of concern, agreement and suggestions for changes in the Model have been noted.

Prior to the meeting, in early September, you received a copy of the second draft of the Conceptual Model. It is this Model that was discussed at this meeting and the page notations found in this memorandum will correspond to those page numbers.

The meeting began with a general discussion of the history of this Model the expansion of the Phase II document to a total Academy conceptual design and the format of the second draft of the conceptual model.

Several points that the commission members discussed include:

1. The need for clarity in reference to terms such as goals, objectives--both general and performance.

2. The need for evaluation to be planned for each phase of the Model development, rather than just at the end.

3. That the Conceptual Framework be repeated in the next document as it was in this version.

4. The need for a time line chart to accompany the Model.

5. The need for goal indicators to be set up early as each program is being planned.

6. That the "Think Tank" be mentioned on the page listing the tentative priorities of the Academy.

7. That the "Think Tank" be thought of as a resource for other NASE programs and to the professional staff.

8. That the separation of the goals from the needs statements was an appropriate move.

9. That the Scholars in Residence Program be reinstated as a program that administrators could come to the Academy and study, in depth, a topic of their choosing.

10. Agreed to the changes, additions of historical data, in the introduction.

11. That the "Think Tank" dissemination could be handled through the NASE institutes and seminars, white papers and discussions with the NASE planning staff.

12. That the Model should describe each program with enough detail so that superintendents could easily decide which program they wanted various staff members to participate in.

13. The participants in the Scholars in Residence Program, and perhaps those working with the "Think Tank", could utilize their sabbatical leaves or study grants from their districts to pay for their expenses in the program.

14. The Academy could investigate the possibility of giving credits to the participants of the Scholars in Residence Program and possibly to those participating in the Extended Developmental Experiences.

15. That possibly the Academy could set itself up as a credit granting, non-degree granting, institution.

16. That the Academy or AASA might tie in with the Gallup Poll so as to obtain direct feedback from clients on what they feel education's most important problems are and to generate ideas for institutes and seminars.

17. That the "Think Tank" might be well-fitted for assisting AASA with the development of their resolutions or to help determine areas of educational concern and possible alternative policy statements which would reflect various positions on these areas.

18. That the "Think Tank" should be a brainstorming type of group with a "no-holds-barred" type of structure for the generation of ideas.

19. That the Academy might base a seminar on the question of governance which would reflect the changes that will be brought about by the recent property tax cases.

20. That another NASE seminar might be built around The Management Team centering on <u>middle management</u> especially.

21. That the title of the NASE program, Developmental Inservice Experiences should be changed to Extended Developmental Experiences.

22. The Scholars in Residence Program could extend opportunities for participants (up to 10) for a period of 8, 10 or 12 months.

23. The Extended Developmental Experience Programs could last 1-2 months, and might be called the Professional Refreshment Program.

24. That the selection of the "Think Tank" professors might be a joint AASA-NASE effort or with the help of the development commission members.

25. That the Danforth Grant that NASSP has received might allow for possible merger opportunities or might cause some competition to be developed.

26. That the Model should contain a strong statement on cooperative programs with other organizations.

27. Two resource people who might assist the Academy in the future: George Weyerhauser--Federal Way, Wash-Weyerhauser Timber President Phil Swain--Boeing Company--Director of Personnel (also NSBA board).

28. Under the Extended Developmental Experiences--mention under management, the possibility of studying military management procedures.

29. That NASE should work with the State Executive Secretaries for better relationships in the field--especially in the last week in April when the AASA runs meetings for the State Association Presidents.

30. That if the need for NASE to find research capabilities becomes crucial, NASE should look for assistance in coordinating other agencies and their services rather than developing their own research staff.

As mentioned before, these major items were summarized from the notes of this meeting and I would welcome any corrections or suggestions for clarification from the members attending the meeting.

APPENDIX E

To: Members of the Program Development Commission

From: Philip E. Wilbur

Subject: Summary - Outcomes - Chicago Meeting - November 22, 1971

Present: Dr. John Prasch, Chairman
Dr. Don McCarty
Dr. Gordon Cawelti
Dr. Malcolm Katz
Dr. William Curtis
Philip Wilbur

This memorandum has been prepared from notes made by me during the meeting. The major areas of agreement, concern and suggestions for improving the Model have been included.

Prior to the meeting, in early September, you received a copy of the second draft of the Conceptual Model. It is this Model that was discussed at this meeting and the page notations found in this memorandum will correspond to those page numbers.

The meeting opened with a discussion of the changes the Conceptual Model has gone through--from Phase II to its present form. A discussion of the Reston site and problems related to a possible move of the Academy followed.

Several points were covered in relation to the actual document. These can be summarized as follows:

1. The Framework should be repeated in the next version of the Model as it was in the second draft.

2. That the program envisioned under the original Phase II plan is now described as part of the Direct Services Program.

3. Page 9, a discussion of the new statement on the need of the Academy to recognize the need for the superintendent to strengthen his physical and emotional stamina to prepare himself for the rigors of his position.

4. That the "Think Tank" should not be pulled away from the other NASE activities but must have methods of providing feedback into the system.

5. Discussed the problems faced by other "Think Tanks" and how they sometimes lose a grasp of what is happening in the field.

6. The need for some type of time line in the Model.

7. That the Extended Developmental Experiences should be spread throughout the year (summer is not a good time since more and more of the Superintendent's time is spend on budgets and negotiations during these months).

8. That the Extended Developmental Experiences could be planned as two month-long experiences or one two-month period.

9. Recommended that the Scholars in Residence Program be separated from the "Think Tank".

10. That the Scholars in Residence would work with the Extended Developmental Experience Program participants and the "Think Tank".

11. That the Extended Developmental Experience participants would be in a more individualized program than the Scholars in Residence (SIR).

12. That the "Think Tank" would be a resource to all NASE programs.

13. That the "Think Tank" might have difficulty in gaining credibility as a group in that it represents a specialized interest group.

14. That the function of the "Think Tank" may be twofold: One to give input to institutes and seminars, Two to provide a linkage between University programs and the real world.

15. That the Culbertson Group--working with 50 to 60 institutions, has developed simulation materials and is changing from a theoretical orientation to a pragmatic one.

16. That the "Think Tank's" number one priority might be to direct the development of NASE.

17. That the focus of the Extended Developmental Experiences and "Think Tank" should be twofold: One--Understanding of what should be taught and how to teach it; and Two--How to implement the programs (possible legislation, materials and resources necessary, etc.).

18. That the needs of a suburban superintendent may be more in the field of implementing new programs rather than discussing the need for innovation.

19. A range of possible topics for the "Think Tank" and the Extended Developmental Experiences programs might include:

    1) Preparing for new structures for financing public education.

    2) Governance - differences between our philosophy and what we practice
       - leadership roles and relationship to local control
       - the mix of federal, state, and local control

3) The use or staff and technology for changing patterns of instructional level delivery systems.

4) What is the state's role in education compared with the local board's role in financing, performance objectives and citizens' efforts.

20. Recommendation that Appendix A (Extended Developmental Experiences) be brought back into the main document.

21. The need for studying the feasibility of utilizing simulation materials in some cases rather than total real-life situations in planning the Extended Developmental Experiences Program.

22. Discussed alternative methods of gathering "needs" data. Some concern over present methods of collecting data.

23. That a broad needs assessment may not be effective and that a special survey of the NASE alumni might produce a better picture of what committed superintendents need in the way of new skills and knowledge.

24. That the makeup of the participants for the Extended Developmental Experiences Program should include mostly superintendents rather than other administrators or educators, but keep a good mix of participants' positions.

25. Recommendation that the purpose of the Extended Developmental Experiences Program be close to: "This program is structured to provide a milieu that represents the situation a superintendent is in, therefore most of the participants should be superintendents and others will be selected to strengthen this milieu. . . ."

26. That the R and D centers along with the Regional Laboratories have some strengths that NASE will be able to tap.

27. Whereas the packaging of support materials by the laboratories is most appropriate, the dissemination should remain with NASE.

28. That some possible resources for NASE might include:

    Regional Laboratories
    R and D Centers
        CASEA--Eugene, Oregon
        Higher Education--Berkeley, California
        IPI--Pittsburgh Center
        Sociology of Education--Johns Hopkins

29. That the addition of a map showing all the Regional Centers and the areas they are researching might be a useful addition to the Model.

As mentioned before, this memorandum was prepared from notes taken at the meeting and I would welcome any suggestions for clarification of points from those people receiving this paper.

APPENDIX E

To: Members of the Operations and Facility Development Commission

From: Philip Wilbur

Subject: Summary - Outcomes - Washington, D.C. meeting - December 1, 1971

Present: Dr. Ercell Watson, Chairman
Dr. Stuart Openlander
Dr. Michael Murphy
Dr. Paul Salmon
Dr. Grant Venn
Dr. Richard Morrow
Dr. William Curtis
Mr. Philip Wilbur

This memorandum has been prepared from notes made by me during the meeting. The major areas of agreement, concern and suggestions for improving the Model have been included.

Prior to the meeting, in early September, you received a copy of the second draft of the Conceptual Model. It is this Model that was discussed at this meeting and the page notations found in this memorandum will correspond to those page numbers.

Grant Venn discussed the idea of school districts being able to enter into service contracts with the Academy. The schools would have the option of what type of services they would like for the Academy to provide each year.

Paul Salmon reviewed the San Diego AASA Executive Committee meeting. He mentioned that the Executive Committee had authorized an expenditure of up to $150,000 for land for the AASA-NASE facilities.

The Executive Committee also finalized the Responsibility Matrix that affirms the right and obligation of the NASE board to develop and review the budget for the Academy, with the Executive Committee having the final approval authority.

The discussion continued on some of the problems with immediate location in the Reston area, e.g., lack of public transportation, etc. Paul mentioned the possibility of building the NASE facilities first with the addition of the AASA facilities at a later date.

Bill Curtis mentioned that the optimization of services would be very difficult if the NASE and AASA operations were separated.

Grant mentioned the need for a convention facility somewhere near the Washington, D.C. area, which could service both governmental and private agencies convention needs.

Several other points were made along these lines, among them:

1. The need for a quality market survey to indicate the actual need for conference facilities.

2. In relation to ERS services, there may be a possibility that ERS could remain in the NEA building even if AASA pulled out.

Grant mentioned that the districts should be encouraged to plan budget expenditures that would allow them to enter into service contracts with NASE.

Stuart Openlander felt that the large cities were in need of much assistance and could contract for these services within their districts or have staff attend particular seminars set up for urban problems.

Ercell mentioned that both large and small districts are currently purchasing many services by means of this type of service contract.

Mike Murphy questioned if NASE can really help the small, isolated school districts since these districts have such limited staffs that it is very difficult to implement any of the newer techniques or innovations.

Stu recommended that NASE make a presentation of available services to the large and small cities at the Atlantic City Convention.

At this point in the meeting, Ercell brought the group back to the discussion of the Model. Several points were discussed, among them:

1. The group agreed that the repeating framework format in the Conceptual Model was desirable.

2. There was a concern (page 5) on the lack of reference to labor groups as inputs to the needs assessment determination.

3. The addition of the statement relating to the emotional and physical stamina of superintendents (page 9, #5) was noted.

4. The two new areas of concern (page 10)--human relations and individual fulfillment--were also acknowledged.

5. The absence of any reference (page 10) to the dual educational systems was discussed. Since this system has implications for both governance and relationships to society, it may be partially covered in other statements.

6. That mention of labor's role in the development of the Academy will be spelled out in the final Model.

7. That the addition of the Executive Secretary of School Board Associations will give NASE an additional resource person (group).

8. A plan to include the Executive Secretaries of State or Regional School Board Associations was discussed. Three procedures were outlined in

relation to this plan:

1) Notify the Secretary when seminars are to be held in his region.

2) Set up a 1/2-day overview of the Academy on the Sunday before the seminar.

3) Allow him to attend the seminar tuition free.

9. A discussion of the "Think Tank" brought out the following points:

1) Recommend one-week sessions of the "Think Tank" -- maximum length, two weeks.

2) Include a wide range of topics for discussion.

3) Have a carefully planned mix of participants.

4) Length of the "Think Tank" sessions might be flexible depending on the topic discussed.

5) Could be set up to either develop individuals into deeper thinkers and/or develop new ideas or concepts.

6) That the planning for the "Think Tank" be kept very flexible at this point in time.

10. That the building construction costs would probably be around $50 per square foot in the type of facility envisioned.

11. That the type of funding needed to pay for the new facilities should be studied in depth.

12. A question was raised as to the tax status of the Academy.

13. That the number of sleeping rooms (150) being planned for the new facility should be reduced to 100 and have the building designed so that more rooms could be added later.

14. Whether the Danforth Grant given NASSP was an operational or planning grant (for an Institute similar to NASE).

15. Whether NASSP would be interested in using our facilities if we constructed them.

16. That the Academy would still operate most of its institutes and seminars outside of the Washington, D.C. area--even after the new facilities are found.

17. That the development of satellite centers around the nation is undesirable.

18. That there is a real need for a complete feasibility study asking several questions about the viability of institutes and seminars from a

long-range basis and the need for a convention site in the Washington area and which groups would use it.

The Final Recommendation of the Commission:

1. That AASA should be encouraged to take an option on land for the present.

2. That the AASA-NASE leaders should start a joint feasibility study immediately or in the very near future (by March at least).

As mentioned before, this memorandum was drawn from notes taken at the meeting and I would encourage people receiving this paper to comment on any topic that should be included or the wording of those items noted.

APPENDIX F

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NASE PROGRAM EVALUATION

A. MEETING ATTENDANCE OBJECTIVES

1. Please rate the program objectives, as listed below, according to their importance to you using the following ratings. A=of great importance; B=of some importance; C=of little importance; D=of no importance.

2. Then indicate at the right the extent to which your objectives were achieved by placing an 'x' in the appropriate column.

OBJECTIVES	Importance Rating	EXTENT ACHIEVED: Very much so	To some extent	Not at all
Develop new concepts of the problem				
Exchange information and ideas				
Develop needed competencies and skills				
Broaden professional contacts				
Solve job–related problems				
Continue professional development				
Identify new sources of assistance				
Meet and consult with successful practitioners				
Participate in laboratory and similated experiences				
Learn to use and disseminate new knowledge acquired				
Other: _____				

B. PROGRAM SUBJECT MATTER

1. Please indicate your reaction to the aspects of the subject matter listed below by placing an 'x' in the appropriate column.

The subject matter:	Yes	To some extent	No
a. was well–balanced between theory and fact			
b. provided new information			
c. was too general for my purposes			
d. was too complex			
e. provided specific ideas			
f. was valuable for practical application			
g. was too theoretical			
h. was on too elementary a level			
i. was pertinent to my needs and interests			
j. gave me ideas that will help me perform my job more effectively			

2. Which topics were of most value to you? _____

_____

3. Which topics (if any) should be:

   a. added _____

   b. dropped _____

C. REACTION TO SEMINAR AS A WHOLE

	Yes	To some extent	No
1. Did the seminar live up to your expectations based on the advance announcement?			
2. Would you recommend this seminar to others?			
3. Would you like to attend another NASE program?			

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D. METHODS OF INSTRUCTION

1. Please check the degree of effectiveness of the instructional methods used in this program and then indicate at the right what proportion of time should be devoted to each.

	Very effective	Somewhat effective	Not effective	% Time
a. Lectures	_____	_____	_____	_____
b. Question–and–answer periods	_____	_____	_____	_____
c. Group sessions	_____	_____	_____	_____
d. Guest speakers	_____	_____	_____	_____
				100%

Answer the next questions only if applicable:

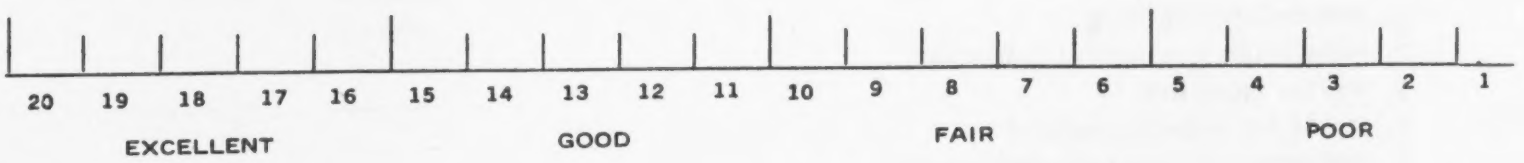
2. With respect to the Group sessions, how satisfied were you with

	Very satisfied	Somewhat satisfied	Not satisfied
a. Leadership of the session	_____	_____	_____
b. Subject matter of the session	_____	_____	_____
c. Quality of the discussions	_____	_____	_____
d. Extent of your own participation	_____	_____	_____

3. What was your reaction to

	About right	Too large	Not large enough
a. Group size	_____	_____	_____
	About right	**Too varied**	**Not varied enough**
b. Diversity of group background	_____	_____	_____
4. Prepared Materials	_____	_____	_____
5. Library Resources	_____	_____	_____

E. PLEASE RECORD YOUR OVERALL REACTION TO THIS SEMINAR BY PLACING AN 'X' AT THE APPROPRIATE POINT ON THE SCALE



F. FACILITY EVALUATION - Circle one

EXCELLENT GOOD FAIR POOR

Explain: _____

_____

APPENDIX F

G. STAFF EVALUATION

Instructions: (1) Check (✓) the degree of effectiveness for each NASE Professor in this program and (2) rank order all professors in numerical order beginning with "1" for the individual highest in performance and continuing on to the person ranked lowest.

Professors	Degree of Effectiveness			Ranking
	Very effective	Somewhat effective	Not effective	
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Comments _____

_____

H. TOPIC EVALUATION

How effectively were the presentations made? (check ✓)

Topics				Ranking
	Very effective	Somewhat effective	Not effective	
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

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H. TOPIC EVALUATION (CONT'D)

Topics	Very effective	Somewhat effective	Not effective	Ranking
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Comments _____

_____

_____

APPENDIX G

MODEL CONTRACT

It is agreed between the AASA National Academy for School Executives (hereinafter referred to as "NASE") and the _____(hereinafter referred to as the " "), that Nase will conduct for the (local agency) a (Seminar) (Institute) (_____) on the topic, _____on the dates _____, 197_, in or near _____, _____.

Details of this agreement follow.

Design of the (Seminar). NASE will, as it deems appropriate, seek the advice of the (local agency) and others in designing the content, topics, discussions, and other instructional activities of the (seminar), and in recommending instructional staff for the (seminar). The final decisions on all such matters rest with NASE.

Staff of the (Seminar). NASE will supply the services of a (seminar) Director and a (seminar) Associate Director for the duration of the program. NASE also agrees to supply the services of a staff of instructors which represents the best talent available to deal with the topics included in the (seminar). The honoraria, travel and travel-related expenses of the (seminar) staff will be paid by NASE.

Instructional Materials. NASE agrees to supply to each registered participant a notebook binder containing appropriate materials such as an agenda, rosters, discussion guides and reading materials. NASE will also supply a notepad, pen, name tag and place-name sign to each registered participant. NASE will bring to the (seminar) site a mini-library of books and articles to be borrowed and used by the participants during the (seminar).

Social Activities. The (local agency) agrees to arrange and assume the expense of the following social activities during the (seminar): 1) a coffee-and-tea break during mid-morning of each day ( ) through ( ), 197_; and 2) a coffee-tea-and-coke break during mid-afternoon of each day, ( ) through ( ), 197_. If other social activities are desired by the (local agency) and agreeable to NASE, they will be arranged and paid for by the (local agency).

NOTE: If the agreement is that the social activities of the (seminar) are to be provided by NASE for an additional charge, this section of the contract will include a complete description of those social activities and a statement of the additional charges which NASE requires.

Meeting Room and Equipment. The (local agency) agrees to supply at no cost to NASE the use of a meeting room for the period of 8:00 a.m. to 8:30 p.m. on ( ), 197_, inclusive and for the period of 8:00 a.m. to 1:00 p.m. on ( ), 197_. The meeting room will be well-lighted, and properly heated and ventilated, and will contain a minimum of 1500 square feet of floor space. The meeting room will be furnished with tables to seat 50 participants at one side of the table only. It will also be furnished with a head table at least 15 feet long, and two extra 10-foot tables, and with a total of no fewer than 65 chairs. Other equipment to be furnished by the (local agency) at no cost to NASE are: an overhead projector; a screen; at least two table or lavaliere microphones and public address system; blackboard, chalk and erasers; and a lighted table-top podium. The (local agency) will also assure that ashtrays and water glasses are available for each participant, and that water pitchers are supplied and refilled frequently, and the meeting room is kept neat and clean throughout the (seminar). The (local agency) will also furnish at no cost to NASE a parlor or lounge room adjacent to or near the program director's sleeping room, such lounge room to be suitable for informal conferences and discussion.

Seminar Participants. NASE and the (local agency) agree that no fewer than 25 nor more than 50 participants will be registered for the (seminar). The (local agency) will assume leadership in advertising the (seminar) to the audience of potential participants in its geographic area. It is understood that if any questions arise concerning the registration of any persons or person, decisions concerning such registrations will be made by NASE. It is agreed that a participant will be registered for the entire (seminar), and that the parctice of allowing more than one person to attend part or all of the (seminar) on one registration will be prohibited. In the event that on a date one month prior to the scheduled opening of the program it appears that fewer than 50 will enroll, NASE will reserve the right to advertise the program, at NASE's own expense, to persons outside the local area. Not only would such additional advertising help to fill the program, it would benefit all participants by increasing the diversity of the backgrounds of those attending.

Fees. NASE and the (local agency) agree to the following fees, to be paid by the (local agency) to NASE upon completion of the (seminar):

For 25-40 participants, inclusive, a fee of $9,000.00.

For 41-50, a fee of $9,000.00 plus $125 for each participant in excess of 40.

Thus the minimum fee for the (seminar) will be $9,000.00 for 25-40 participants and the maximum fee will be $10,250.00 for 50 participants. It should be noted that if NASE supplied the social activities for the (seminar), additional fees will be charged above the limit quoted.

It is understood that the (local agency) may choose to charge each participant an enrollment fee which will help the (local agency) pay the fee required by NASE and which will help defray the other costs incurred by the (local agency) in fulfilling this contract. It is agreed that if the local agency sets enrollment fees at a level which will produce a total income higher than the fee charged by NASE, the (local agency) will identify to the participants the amount and purpose of such excess charges.

The above fees do include: program development expenses of the Academy; professors' fees, travel and travel-related expenses; instructional materials and other materials which will become the property of the participants; the use of mini-library materials by the participants during the program; costs of staff time and supplies used in identifying and preparing materials for the program; and the other expenses normally associated with the development and conduct of a program.

The above fees do not include: any lodging, travel, or travel-related expenses of any participant in the program (other than the professors); expenses incurred by persons associated with the (local agency) or in any way assisting the (local agency) in fulfilling this contract; any social activities during this (seminar) such as receptions, coffee break, luncheons and the like; the cost of renting a meeting room and a lounge room; or other expenses incurred by the (local agency) or by local persons in making necessary arrangements for the (seminar), such as the expenses of advertising.

Failure to Fulfill the Contract. Should NASE fail to present the (seminar), it will forfeit any payments previously made to NASE by the (local agency). The (local agency) agrees to pay NASE a sum of $4,000.00 if either of the following occurs: 1) if the (local agency) is unable to enroll at least 25 participants in the (seminar) as of (a date one month prior to the opening of the program), in which case the (seminar) will be cancelled by NASE; and/or 2) if for any reason not the responsibility of NASE and other than an act of God, the (seminar) is not conducted. The sum of $4,000.00 is to defray the cost of time and materials which have already been invested by NASE.

This contract will go into effect when signed by both parties to the agreement.

The terms of this contract are accepted on behalf of the contracting parties by:

Grant Venn, Director AASA National Academy for School Executives Washington, D. C.	(Contracting Officer) (local agency)

APPENDIX H

AASA

ERIC Abstracts on:

Educational Planning

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ERIC Abstracts

A Collection of ERIC Document Resumes on

Educational Planning

Compiled by

ERIC Clearinghouse on
Educational Management
University of Oregon
Eugene, Oregon 97403

January 1971

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PREFACE

The Educational Resources Information Center (ERIC) is a national information system operated by the United States Office of Education. ERIC serves the educational community by disseminating educational research results and other resource information that can be used in developing more effective educational programs.

The ERIC Clearinghouse on Educational Management, one of twenty such units in the system, was established at the University of Oregon in 1966. The Clearinghouse and its nineteen companion units process research reports and journal articles for announcement in ERIC's index and abstract bulletins.

Research reports are announced in Research in Education (RIE), available in many libraries and by subscription for $21 a year from the United States Government Printing Office, Washington, D.C. 20402. Most of the documents listed in RIE can be purchased through the ERIC Document Reproduction Service, operated by the National Cash Register Company.

Journal articles are announced in Current Index to Journals in Education. CIJE is also available in many libraries and can be ordered for $34 a year from CCM Information Corporation, 909 Third Avenue, New York, New York 10022. Annual and semiannual cumulations can be ordered separately.

Besides processing documents and journal articles, the Clearinghouse has another major function--information analysis and synthesis. The Clearinghouse prepares bibliographies, literature reviews, state-of-the-knowledge papers, and other interpretive research studies on topics in its educational area.

The ERIC Abstracts series is the result of a cooperative arrangement between the Clearinghouse and the National Academy of School Executives (NASE) of the American Association of School Administrators. The abstracts are compiled by the Clearinghouse to provide participants in a series of NASE-sponsored seminars with an up-to-date collection of ERIC materials on subjects to be presented in these seminars. Additional copies of the abstracts are published by AASA and distributed across the country to school administrators and others interested in educational administration.

Philip K. Piele
Director

INTRODUCTION

Since the beginning of ERIC in 1966, more than 30,000 documents have been announced in ERIC's monthly catalog, Research in Education (RIE). Of this total, about 1,500 documents have been processed by this Clearinghouse. So extensive is this growing collection of documents that we thought it would be useful to compile separate lists of ERIC documents on a number of critical topics in educational administration. Published separately, these selected lists of documents comprise the ERIC Abstracts series.

To compile each list, a search is made of the RIE indexes, using key terms that define the topic being searched. The terms used to compile this collection of documents on educational planning are CRITICAL PATH METHOD, EDUCATIONAL PLANNING, OPERATIONS RESEARCH, and PROGRAM BUDGETING. Relevance to the topic is the only criterion for listing a document. The listing is complete for all issues of RIE through December 1970. Not all of the listed documents were processed by this Clearinghouse.

Based on the document resumes in RIE, the following information is presented for each document: author, title, place of publication, publisher, publication date, number of pages, ERIC document ("ED") number, price of the document if it is available from the ERIC Document Reproduction Service, and the abstract. The documents are listed alphabetically by the authors' last names and are numbered.

A subject index, beginning on page 24, is cross-referenced with the document listing. The subject terms, arranged in alphabetical order, are identical to those contained in RIE's subject index.

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1. Abt, Clark C. An Education System Planning Game. 1965. 14 pages. ED 025 843 MF $0.25 HC $0.80.

Although games are not usually considered aids to planning, a special type of game can be helpful when problems are complex, factors determining resolution are imperfectly understood, and numerous views coexist. Objectives of the education system planning game are to illuminate major issues of educational planning, to increase the participants' awareness of the costs and benefits of alternative plans, and to stimulate an exchange of ideas concerning diverse approaches to education. The game is played by five teams. Two educator teams represent several levels of the educational establishment ranging from elementary school teachers to the U.S. Commissioner of Education. Their responsibility is to devise two separate plans within a fixed budget. A pair of student teams, representing advantaged and disadvantaged student populations, must choose one of the plans and estimate its impact on their achievement as measured by increased number of graduates and quality. A "reality daemons" team personifies social problems related to educational planning. They eliminate all implausible gains estimated by student teams and deduct for counterproductive side effects. Winners are the educator team with the most productive plan, the student team making the greatest achievement, and the "daemon" with the most objections.

2. Abt, Clark C. Serious Games. New York: The Viking Press, 1970. 176 pages. ED 039 447 Document not available from EDRS. (Available from The Viking Press, 625 Madison Avenue, New York, New York 10022, $5.95.)

The author explores use of games to instruct, inform, and educate. The first chapter discusses games in a general manner. The next five chapters present the use of games for improvement of education, for guidance in occupational choice and training, and for problem solving and decision making in physical and social sciences, government and industry. The last three chapters are devoted to the analysis of games as a thinking tool, to game designing, and to the evaluation of the cost effectiveness of games and their future. Three of the four appendices discuss the use of games in educational planning. The author indicates that games are effective teaching and training devices for students of all ages and in many situations, because they are highly motivating and can effectively communicate concepts and facts about many subjects.

3. Adams, Don. Educational Planning. Syracuse, New York: School of Education, Syracuse University, 1964. 152 pages. ED 014 807 Document not available from EDRS. (Available from Syracuse University Press, Box 87, University Station, Syracuse, New York 13210, $1.50.)

Six articles critically examine the process of educational planning from the underlying assumptions to the practical problems of implementation. In "Theoretical Considerations in Educational Planning," Anderson and Bowman discuss such topics as the definition of planning, educational planning and social democratization, planning for manpower production, the flow dynamics of educational systems, and designs for decisions. "Assessing the Educational Needs of a Nation" by Parnes defines the "need" for education, suggests approaches to assess educational needs, and assesses the educational needs in the Mediterranean countries. In "Organization of Educational Planning," Eide illustrates organizational development and factors behind the development of educational planning in the western countries, discusses planning as an administrative function, and suggests guidelines for the organization of educational planning. Hayward's "The Implemented Educational Plan" calls attention to the special opportunity offered in the prospect of an increasing flow of financing through foreign aid. Platt in "Manpower Planning in Thailand" analyzes the manpower aspects of Thailand, and Brembeck in "Educational Planning in Thailand" uses some of these findings along with others of his own to make recommendations for educational planning in Thailand.

4. Alameda County School Department. Fault Tree Analysis: A Research Tool for Educational Planning. Technical Report No. 1. Hayward, California: PACE Center, 1966. 97 pages. ED 029 379 MF $0.50 HC not available from EDRS.

   This ESEA Title III report describes fault tree analysis and assesses its applicability to education. Fault tree analysis is an operations research tool which is designed to increase the probability of success in any system by analyzing the most likely modes of failure that could occur. A graphic portrayal, which has the form of a tree, is constructed by a series of logical steps, showing at each stage precisely how a given failure can occur. Mathematical formulas based on the probability of occurrence of individual events are applied to determine the critical path leading to the top undesired event. Among the many advantages of this technique is its usefulness as a device for evaluation of processes as opposed to the more common evaluation of products. The document includes a history of fault tree analysis, principles of fault tree construction, a prototype fault tree with analysis, and evaluation of fault tree analysis as an educational research and planning technique. Although many technical problems are yet to be solved, fault tree analysis holds much promise for application to education.

5. Beeby, C. E. Planning and the Educational Administrator. Fundamentals of Educational Planning Series, No. 4. New York: UNIPUB, INC., 1967. 36 pages. ED 030 182 Document not available from EDRS. (Available from UNIPUB, INC., P. O. Box 433, New York, New York 10016, $1.00.)

Educational planning is defined as the exercising of foresight in determining the policy, priorities, and costs of an educational system, having due regard for economic and political realities, for the system's potential for growth, and for the needs of the country and of the pupils served by the system. As related particularly to an educational administrator, five aspects of this view are discussed: (1) the new long-term dimension of national educational planning, taking into account economic growth, human resource development, and "macro-planning," or the simultaneous consideration of a country's several development plans; (2) planning regarded as a linear operation involving preparation, adoption, and execution; (3) sensitivity to political realities, including national goals and influence groups; (4) the educational administrator as special guardian of the rights of the child, within the total framework of the country's economic and manpower needs, and (5) the educational system's capacity to meet the demands made on it by any proposed plan. The educational administrator must give due attention to other national leaders who help determine a country's long-range plans and exercise his special expertise in the diagnostic, strategy-adopting, and tactic-determining phases of educational planning.

6. Briner, Conrad. "Organization for Educational Problem Solving." Paper presented to the National Association of State Boards of Education, Salt Lake City, Utah, October 9, 1968. 18 pages. ED 025 005 MF $0.25 HC $1.00.

   For education to be maximally effective at the local level, long-range planning must be developed at the state level and a constructive exchange of information concerning educational problems must operate throughout all levels of a state educational system. Administration of education at the state level must be organized to insure that seven major functions are effectively carried out: (1) sensing emerging needs for educational development in the state and for related changes in the state's educational system, (2) assigning priorities and allocating resources, (3) designing new educational programs and services, (4) evaluating both new and established educational programs and services, (5) disseminating information regarding new programs, (6) encouraging and supporting the adoption of new and approved instructional programs and services, and (7) assuring the quality of educational offerings in accordance with legislative mandates and state board regulations. A new organic system for state-level administration is described, incorporating an administrative axis and a major program axis.

7. Caldwell, Michael S. Input Evaluation and Educational Planning. Columbus: Evaluation Center, Ohio State University, 1968. 23 pages. ED 025 043 MF $0.25 HC $1.25.

Educational programs, regarded as inputs, may be developed within a procedural framework to achieve outputs of desired change and improvement. Eight criteria for assessing plans and strategies are relevance, legality, congruence, legitimacy, compatibility, balance, practicability, and cost effectiveness.

8. Carvell, Fred, and others. Occupational Forecasting and Trending: An Early Warning System for Educational Planning. Los Altos, California: Tadlock Associates, 1969. 33 pages. ED 033 224 MF $0.25 HC $1.75.

   This model for forecasting regional and national occupational trends for use in vocational education planning facilitates the incorporation of labor market and student needs into program planning. The study includes: (1) a literature search, which yielded eighty references related to occupational trend forecasting and exploratory programs, (2) a synthesized model for forecasting occupational trends and needed vocational programs, and (3) a conference, during which the model was subjected to intense examination. This volume is the summary report and includes a brief historical background of the problems and application of forecasting techniques and models, a description of the problems of relating forecasting trends to the educational process, an outline of the concept and rationale for the suggested forecasting model, and a summary of the organization, function, and interaction of each component of the suggested model.

9. Centner, S. I., and others. Systems Analysis and Higher Education Planning. Toronto: Systems Research Group, 1969. 62 pages. ED 035 205 Document not available from EDRS. (Available from Systems Research Group, 130 Bloor Street West, Toronto, Ontario, Canada.)

   The use of computer simulation model, C.A.M.P.U.S., as a systems analysis tool for effective educational management and planning is described. The components of the model are discussed as they relate to planning, programing, and budgeting. Problems that can be analyzed using C.A.M.P.U.S. are considered, and the implementation of the model is illustrated for two sample problems. Also included are a consideration of the creation of climate for its successful implementation and a summary of the advantages of C.A.M.P.U.S.

10. Cook, Desmond L. "Better Project Planning and Control through the Use of System Analysis and Management Techniques." Paper presented at the Symposium on Operations Analysis of Education, sponsored by the National Center for Educational Statistics, Washington, D.C., November 20-22, 1967. 17 pages. ED 019 729 MF $0.25 HC $0.95.

The combined application of system analysis and management techniques is an effective way to achieve optimum results in planning and executing projects in the field of education. Projects of this type are generally finite, complex, homogenous, and nonrepetitive. System analysis of a project includes disassembly into components and reassembly through a synthesis based upon a linear flow-chart approach incorporating time, cost, and performance variables. Suggestions include instructions for thinking of a project as a system, the importance of establishing specific goals, types of project control, and the contribution system analysis can make to the function of management in education.

11. Cook, Desmond L. "A Needed Reorientation of Educational Research for Educational Planning." Paper presented at the Mid-Winter Research Conference, University of Dayton, Dayton, Ohio, January 29, 1968. Columbus: Educational Research Management Center, Ohio State University. 11 pages. ED 025 014 MF $0.25 HC $0.65.

    To be more useful in educational planning, educational research must be (1) more broadly conceived to incorporate tasks and techniques from disciplines outside of education, (2) more systematic in the sense that both research and development must be more programmatic in nature, and (3) reoriented so that the results of research, whether called basic, applied, or action, should suggest alternatives in educational planning. Forces which should cause these hypotheses to happen are (1) the entry of the business field into the educational enterprise, (2) the fact that federal support for education is becoming more program oriented, and (3) the increasing use in education of new systems analysis and program-budgeting tools.

12. Cook, Desmond L. "PERT Applications in Educational Planning." Paper presented at the annual meeting of the Association of Educational Data Systems, Philadelphia, Pennsylvania, May 3, 1966. 13 pages. ED 019 751 MF $0.25 HC $0.75.

    This paper discusses the concepts of educational planning, the program evaluation and review technique (PERT), and the potential value that PERT has for educational planning. The discussion of planning is limited to short-run educational projects. The nature of PERT is discussed and its applicability to planning is established. Several benefits that result from the application of PERT principles to the planning function associated with educational research are noted: (1) PERT often results in clearer statement of project objectives and goals; (2) PERT requires that those involved in the project make explicit the means by which they plan to reach objectives; (3) PERT results in clearer definition of each actual task to be done; (4) PERT enables the

project manager to identify at an early stage the potential trouble spots in the project plan; (5) PERT assists a project manager to know where to replan in the event that the original plan is inappropriate for some reason; and (6) the use of network techniques facilitates the communication process since plans are portrayed in a graphic manner.

13. Coombs, Philip H., and others. Educational Planning: An Inventory of Major Research Needs. Paris: International Institute for Educational Planning, 1965. ED 015 136 Document not available from EDRS. (Available from the International Institute for Educational Planning, 7, Rue Eugene-Delacroix, Paris 16E, France.)

Urgent contemporary educational research needs as seen from the vantage point of both producers and consumers of research are identified in this report. The document, which covers twenty-five possible areas of research, suggests those research topics which, in the opinion of selected consultants, are considered to be particularly useful and important as well as feasible. Showing how such research can contribute to a better knowledge of the whole field of educational planning, the document treats each topic as a "project" and suggests in general terms how each might be approached, allowing researchers themselves to work out the details to fit their own conditions and inclinations. The projects are presented under six main headings: (1) educational costs and efficiency, (2) financing education, (3) teachers, (4) manpower aspects, (5) the planning process, and (6) international aspects of educational planning. This report is the third in a series of publications by the International Institute for Educational Planning. The Institute's first report was a comprehensive bibliography on educational planning. The second report was a directory of institutions doing research and training important to educational planning in thirty countries.

14. Correa, Hector. "Models and Mathematics in Educational Planning." Chapter 24 in The World Yearbook of Education, 1967: Educational Planning, edited by George Z. F. Bereday and others. London: Evans Brothers Ltd., 1967. 25 pages. ED 031 775 Document not available from EDRS. (Complete document available from Harcourt, Brace, and World, Inc., 757 Third Avenue, New York, New York 10017, 442 pages, $12.50.)

This paper explains the concept of models, their construction, and their use. It is suggested that mathematics is a helpful tool in model construction, and that models in general are indispensable in science. Models identify variables and illustrate causal relationships among the variables. An attempt is made to classify models from the point of view of the problems they attempt to solve. Included are the construction, verification, and application of mathematical models in pure science, case studies, and policy making. A description and classification of

the mathematical models available for educational planning are presented. In the final section is a brief description of the basis for the conflict between those who advocate and those who oppose the use of models. A fifty-six-item bibliography on mathematical models of education is included.

15. Correa, Hector. "More Schools or Better Schools?" Reprinted from Scientia Paedagogica Experimentalis, 3, 2(1966). 20 pages. ED 026 736 Document not available from EDRS.

    Linear programing models are used in an attempt to answer the question of whether more or better schools should be developed. The criterion function is the maximization of the product of education, measured either in income or school years. The model is varied throughout the paper by confronting the criterion function with a variety of constraints, including limited resources, distribution of expenditures on graduates and nongraduates, income received as a result of different levels of education, interdependence of the different levels of the educational system, regional differences, and personal abilities of students.

16. Drewry, Galen N. "The Administrative Team and Long-Range Planning." Papers presented at a summer Conference (2nd) Concerned with Administrative Team Leadership, Athens, Georgia, 1967. ED 019 736 Document not available from EDRS. (Available from the Institute of Higher Education, University of Georgia, Athens, Georgia 30601, $1.00.)

    The papers in this report are the major presentations at the second Conference Concerned with Administrative Team Leadership, sponsored by the Southern Educational Foundation. Twelve senior colleges from Alabama, Georgia, North Carolina, and South Carolina were represented. Paper topics included (1) "Overall Institutional Considerations in Planning," (2) "The Elements of Planning and How They Fit a Team Approach," (3) "Fiscal and Physical Planning," (4) "Planning for Students," (5) "Academic Planning," and (6) "Team Play in Planning." Discussion sessions revealed a wide variety in team membership and procedures, with each institution seeking the adaptation best suited to its local situation and personnel. The importance of long-range planning as a concern of the entire administrative team, rather than of the president or development officer, was an important outcome of the conference. A third summer conference was planned.

17. Educational Service Bureau, Inc. Systems Planning in Public Education. Arlington, Virginia: Administrative Leadership Service, 1968. 32 pages. ED 026 743 Document not available from EDRS. (Available from Administrative Leadership Service, Division of Educational Service Bureau, Inc., 1507 M Street, N.W., Washington, D.C. 20005, $4.00.)

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This study, based primarily on the experience of the city of Seattle, Washington, deals with the application of the systems approach to educational planning. Section One defines and describes the concept of a system and the systems approach, and gives a general introduction to the use of systems analysis. Section Two describes the development and use of the systems approach by the Seattle School District, with particular attention given to the process of planning for its use. In the third section, planning theory and the administrator's role receive attention, including the meaning of systems planning, dimensions of a plan, the planning process, and categories of educational plans. The final section discusses organization and procedures for planning, covering such topics as functions of an Instructional Development Council, origin of ideas and routing of plans for instructional improvement, improvement of management, authorization for planning, parts of a plan, integration of planning, and implementation of plans. The study ends by suggesting where interested school administrators can seek assistance in developing a systems approach to educational planning.

18. Eidell, Terry L., and Nagle, John M. PPBS and Data-Based Educational Planning. Eugene: Center for Advanced Study of Educational Administration, University of Oregon, 1970. 63 pages. ED 038 741 MF $0.50 HC $3.25.

    This document reports the Center's current thinking about PPBS and data-based educational planning. In the introduction, PPBS is defined, the usual conceptualization of PPBS is outlined, current pressure to adopt PPBS in public education is discussed, and current efforts at such implementation are reviewed. The second part deals with basic concepts of a systems model and provides a detailed explication of three interrelated models. The third part relates these three systems models to PPBS, refines the original conceptualization, and provides a framework that is used in the fourth part to discuss possible innovation strategies for implementing PPBS.

19. Helmer, Olaf. The Use of the Delphi Technique in Problems of Educational Innovations. Santa Monica, California: The RAND Corporation, 1966. ED 014 134 Document not available from EDRS. (Available from National Technical Information Service (formerly Clearinghouse for Federal Scientific and Technical Information), Springfield, Virginia 22151, as AD 644 591, HC $3.00, MF $0.95.)

    A number of pilot studies were conducted in an educational innovations seminar held in 1965 at the Institute of Government and Public Affairs, UCLA, to explore the potentialities of applying Delphi techniques to problems of educational planning. The respondents for these experiments suggested specific educational innovations and budget allocations

for these proposed innovations. A large number of the educational innovations listed for consideration were selected. It was generally thought that teacher salaries ought to be raised substantially in order to improve the quality of education. Large-scale exploratory work and reorganization of instruction and school programs were strongly supported. Although the substantive findings should not be weighted heavily, the approach is methodologically promising.

20. Hinds, Richard H. Educational Program Planning and Related Techniques. Annotated Bibliography. Unpublished Report. Miami, Florida: Dade County Public Schools, 1969. 15 pages. ED 029 375 MF $0.25 HC $0.85.

This annotated bibliography contains ninety-seven entries dealing with the problems and techniques of comprehensive program planning. It is designed for educators who feel that systems analysis, cost-benefit studies, and mathematical models have some relevance in the planning processes of a large school system. Three major sections are included: (1) Educational/Program Planning, including studies dealing with the needs and problems of comprehensive and long-range planning by educational institutions; (2) Program Analysis Techniques, containing entries presenting the use of specific techniques such as systems analysis and operations research in the analysis of educational and related problems; and (3) Planning-Programing-Budgeting Systems, including documents applying principally to the interface between planning and budgeting.

21. Hirsch, Werner Z. "Planning Education Today for Tomorrow." Los Angeles: Institute of Government and Public Affairs, University of California. Reprint from Urban Affairs Quarterly, 2,1 (September 1966). ED 019 757 Document not available from EDRS.

In three areas of responsibility--policy consideration, program formulation, and program administration--educational planners are relatively unprepared to make decisions affecting urban education in both the immediate and the distant future. These three fundamental responsibilities involve (1) identifying educational objectives, opportunities, problems and solutions, (2) formulating educational programs to meet the needs that have been recognized, and (3) effectively administering the resultant programs. The establishment of a metropolitan educational outlook station is proposed as an interinstitutional planning center offering local units unified information and a common source of expert advice. Various ways to plan and utilize such a facility are outlined, including simulation techniques, benefit-cost analysis, and program budgeting. Potential problems that such a facility could help to solve include time-energy expenditure for the increasing proportion of older adults, poor utilization of intellectual talent, the best use of computerized information systems, and vocational training for the technologically displaced worker.

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22. Katzenbach, Edward L. Planning Programming Budgeting Systems: PPBS and Education. Cambridge, Massachusetts: The New England School Development Council, 1968. 17 pages. ED 025 856 MF $0.25 HC $0.95. (Also available from The New England School Development Council, 220 Alewife Brook Parkway, Cambridge, Massachusetts 02138, Members $1.00, Nonmembers $2.00.)

Continuous change in education is requiring educational administrators to plan for the distant future with as much precision as they now do for the immediate future. Recently, major advances in the planning-budgeting process have become available to educators in the form of PPBS. Fiduciary budgets, which have been used in most schools since the early 1900s, have the following problems: (1) They are incremental budgets relying heavily on what was done the previous year; (2) they develop meaningless comparative data; (3) they do not reveal the source of funds; and (4) they are written only for the following year. Program budgeting, on the other hand, offers the administrator the opportunity to design a long-term plan for creative instruction. PPBS delineates program integration and highlights alternatives in a new way by aligning objectives and costs. PPBS differs from present budgeting procedures in that it (1) compels administrators to give some thought to alternatives, (2) stresses the significance of minor costs over a long period of time, (3) helps relate the cost of a program to its merits, and (4) links teacher aids, supporting activities, research, and development to subject matter in terms of time and cost.

23. Knorr, Owen A., ed. Long-Range Planning in Higher Education. Proceedings of the Annual Institute on College Self Study for College and University Administrators (6th, University of California, Berkeley, July 6-10, 1964). Boulder, Colorado: Western Interstate Commission for Higher Education, 1965. 136 pages. ED 026 847 MF $0.75 HC $6.90.

The following addresses concerning long-range planning in institutions of higher education are presented: (1) "Design and Change in American Higher Education," (2) "Planning in the College or University," (3) "A Case Study in Institutional Planning," (4) "The Institution and the System: Autonomy and Coordination," (5) "Housing the Educational Program: The Physical Plant as Educational Environment," (6) "Long-Range Financial Planning," (7) "System Analysis in Planning," and (8) "Resources for Planning: A Resume." Selections from the discussions following each formal address are presented, as are selected references pertaining to each presentation.

24. Kraft, Richard H. P., ed. Education and Economic Growth. Proceedings of the Annual Conference on the Economics of Education (1st, Tallahassee, Florida, December 15, 1967). Tallahassee: Educational Systems Development Center, Florida State University, 1968. 195 pages. ED 021 334 MF $0.75 HC $9.85.

This volume contains papers originally delivered at the First Annual Conference on the Economics of Education sponsored by the Educational Systems Development Center, held at Florida State University, December 15, 1967. The papers are organized under two broad headings: Planning Education for Economic and Social Development, and Strategies of Human Resource Development. The papers and their authors are: (1) Richard H. P. Kraft, "Introduction: Education and Economic Growth," (2) Hector Correa, "An Optimum Enrollment Policy for Developing Countries," (3) Nicholas DeWitt, "Problems of Educational Planning in Developing Countries," (4) Russell G. Davis, "On the Development of Educational Planning Models at Harvard, CSED: An Algebraic History of Activity in One Small Place," (5) Roy W. Jastram, "A Systems Approach to Educational Organization," (6) Richard H. P. Kraft, "Inter-Firm Correlations: The Contribution of Educationally Heavy Inputs to Increasing Profitability," (7) Friedrich Edding and Jens Naumann, "A Systems Look at Educational Planning," (8) Irvin Sobel, "A Strategy of Human Resource Development," and (9) Jens Naumann, "The Researcher and the Human Resources Decision-Maker: A Dialectic of Planning."

25. Kraft, Richard H. P., ed. Strategies of Educational Planning. Proceedings of the Annual Conference on the Economics of Education (2nd, Tallahasee, Florida, July, 1968). Tallahassee: Educational Systems Development Center, Florida State University, 1969. 309 pages. ED 027 615 MF $1.25 HC $15.55.

Eight papers focus on strategies for educational planning. In "Policy Formulation and Policy Implementation Relationships in an Educational System," Donald Miller asserts that performance relationships can be explained in terms of an educational system and its environment. Arnold Reisman and Martin Taft present "A Systems Approach to the Evaluation and Budgeting of Educational Programs." Richard Goodman examines the PPBS approach in "PPBS: Challenge to Educational Planners." Marvin Hoffenberg considers program budgeting for school system management in "Program Budgeting in Education: Some Organizational Implications." Richard Kraft examines the role of the educational planner in "Changing Manpower Needs and Educational Obsolescence: Implications for Vocational-Technical Education Planning." Desmond Cook discusses three "Economic Considerations in Educational Project Planning." An economic analysis of tomorrow's school is presented by C. W. McGuffey in "Economic Planning for the Future Development of Educational Facilities." Robert Campbell contrasts the economic approach to educational demand analysis with other approaches in "Approaches to the Analysis of the Demand for Higher Education: A Tool for Educational Planning."

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26. LeVasseur, Paul M. "A Study of Inter-Relationships between Education, Manpower and Economy." Paper prepared for the Symposium on Operations Analysis of Education, Washington, D.C., November 19-22, 1967. Paris: Directorate for Scientific Affairs, Organisation for Economic Cooperation and Development. 44 pages. ED 021 310 MF $0.25 HC $2.30.

    The model considered in this paper, the G.A.M.E. Educational Planning Model, provides a means of studying the interrelationships among education, manpower, and the economy. The model was originally constructed for use at the training seminar, Global Accounts for Manpower and Education (G.A.M.E.), held in Dublin, Ireland, September 4-20, 1967. Designed to quantify certain structural relationships within and among these systems, the model can be used in a manner which closely approximates the way in which planning is carried out in practice. The model is designed to analyze various planning decisions in terms of their consistency and, in cases in which dysfunctions are discovered, can be used in an iterative manner to arrive at mutually consistent and balanced plans. The model considers three separate systems: the Educational System, the Manpower System, and the Interindustry System. The body of the paper is concerned with a qualitative description of the model, while the mathematical description is contained in an appendix.

27. McIsaac, Donald N., Jr., and others. A Time-Cost Management System for Use in Educational Planning. Madison: Department of Educational Administration, University of Wisconsin, 1969. 110 pages. ED 025 935 Document not available from EDRS. (Available from University of Wisconsin, Department of Educational Administration, Information Systems, 415 W. Gilman Station, Madison, Wisconsin 53706.)

    Prepared specifically for the Denver Public Schools, this manual provides some basic understanding of educational planning based upon the program evaluation and review technique (PERT) and the critical path method (CPM) techniques. The theory of PERT/CPM and the fundamental processes involved therein are explained in the first part of the manual, while the operating procedures that deal in particular with the Denver Public Schools are covered in the second part. The appendix contains material which specifically relates to educational planning in two Denver schools.

28. Mansergh, Gerald G., ed. Curricular and Fiscal Planning with Planning, Programming, Budgeting Systems. Special Monograph No. 2. Detroit, Michigan: Metropolitan Detroit Bureau of School Studies, Inc., 1969. 42 pages. ED 035 985 Document not available from EDRS. (Available from Metropolitan Detroit Bureau of School Studies, Inc., Fairmont Building, Wayne State University, 680 Merrick Street, Detroit, Michigan 48202, $1.50 member, quantity discount.)

The contents reflect the tone of the PPBS Workshop at Waldenwoods Conference Center, Hartland, Michigan, May 1-2, 1969. Planning-programing-budgeting systems provide the means for formulating more precise curricular objectives and coordinating curricular-fiscal planning within education. At the core of PPBS is the program budget that reports programs to be accomplished and allocates expenditures in terms of objectives relating to student achievement rather than in terms of objects to be purchased. The program structure can be based on four approaches: (1) subject matter, pertaining to curricular programs; (2) grade level, reflecting grade level groupings; (3) operating unit, focusing on individual schools; and (4) a hybrid approach, combining (1) and (2). The first phase of PPBS concerns the movement from planning to programing. It should include a clear statement of the school district's philosophy, a definite program format, and educational objectives. The second phase concerns the transition from programing to budgeting. The output of the first phase consists of dollar figures for both a program's expenditures and benefits. The budget makers verify these estimates and, with figures on total revenues, can provide information about the feasibility of all programs.

29. North Carolina State Board of Education. A Digest of Educational Planning. Raleigh: Division of School Planning, 1963. 25 pages. ED 024 229 MF $0.25 HC $1.35.

A scheme for the educational planning process is outlined and described in terms of the what, when, who, and how. The "how to plan" stage is broken into three steps: (1) identification and analysis of needs--self-evaluation and areas of study; (2) adaptation and implementation of plant improvement--selection and employment of specialists, preparation of educational specifications, and development of preliminary architectural plans; and (3) completion and evaluation of the educational planning process--preparation of final plans and specifications, selection of furniture and equipment,. completion of new facility, and evaluation of the improvement program.

30. OPERATION PEP. Symposium on the Application of System Analysis and Management Techniques to Educational Planning in California (Chapman College, Orange, California, June 12-13, 1967). Burlingame, California: 1967. 319 pages. ED 023 181 MF $1.25 HC $16.05.

This is a collection of twenty-one reports presented at the two-day symposium which ended the eighteen-month planning phase for OPERATION PEP. The symposium was a culminating activity of a training program designed for one hundred California educators, in the application of systems analysis and management planning techniques. The reports, funded under Title III of ESEA, focus on the evolution of management science as a fundamental mode of performance for educational planners in California.

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31. Organisation for Economic Cooperation and Development. "Mathematical Models in Educational Planning. Education and Development, Technical Reports." Papers presented at meeting organised by OECD, March, 1966. Paris: 1967. 290 pages. ED 024 138 MF $1.25 HC $14.60. (Also available from OECD Publications Center, Suite 1305, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006, No. 21117, $3.80.)

This volume contains papers, presented at a 1966 OECD meeting, on the possibilities of applying a number of related techniques such as mathematical model building, simulation, and systematic control theory to the problems of educational planning. The authors and their papers are (1) Richard Stone, "A View of the Conference," (2) Hector Correa, "A Survey of Mathematical Models in Educational Planning," (3) The Forecasting Institute of the Swedish Central Bureau of Statistics, "Projection Models of the Swedish Educational System," (4) Tore Thonstad, "A Mathematical Model of the Norwegian Educational System," (5) Peter Armitage and Cyril Smith, "The Development of Computable Models of the British Educational System and Their Possible Uses," (6) Jean Benard, "General Optimization Model for the Economy and Education," (7) C. C. von Weizsacker, "Training Policies under Conditions of Technical Progress: A Theoretical Treatment," (8) Paul Alper, "Introduction of Control Concepts in Educational Planning Models," and (9) Paul L. Dressel, "Comments on the Use of Mathematical Models in Educational Planning."

32. Organisation for Economic Cooperation and Development. Methods and Statistical Needs for Educational Planning. Paris: 1967. 358 pages. ED 023 171 MF $1.50 HC $18.00. (Also available from OECD Publications Center, Suite 1305, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006, No. 21.605, $8.50.)

This handbook was compiled to assist OECD member countries in the long-term development of their educational statistics and to provide them with a basis of comparison for the collection of internationally comparable statistics useful to educational planners. Recent methodological approaches to long-term planning are also discussed. The statistics considered are those required to project in the medium- and long-term the main magnitudes in the educational system--pupils, graduates, teachers, buildings, costs, and expenditures. The chapter headings present a clear picture of exactly which aspects of educational planning are included: (1) Elements of an Educational Flow Model, (2) Sociological Aspects, (3) Manpower Requirements, (4) An Integrated Conceptual Framework, (5) The Costs of Education--Methods of Analysis and Projection, (6) A Statistical Tabulation Scheme, (7) The Collection and Processing of Data, (8) International Comparisons, and (9) Directions for Further Work.

33. Perkins, Joseph A., Jr. "PPBS and MIS: Their Role in Managing Education." Paper presented at the National School Finance Conference, New Orleans, Louisiana, March, 1969. 15 pages. ED 030 961 MF $0.25 HC $0.85.

Planning, programing, budgeting systems (PPBS) provide a new approach to the optimum use of limited school system resources in improving the learning process. In conjunction with management information systems (MIS), PPBS is a tool which school officials can use to communicate to taxpayers the necessity for current school programs and the manner in which tax dollars are being allocated. PPBS requires that general educational goals, based on perception of the needs of the community, be translated into specific, quantifiable objectives to be carried out in specified time periods. Programs for carrying out these objectives are then specified and compared for expected effectiveness and cost. Approved long-run and short-run programs are budgeted and put into operation. The various program operations are evaluated by a previously established criterion for fulfillment of the specified objectives. To estimate, evaluate, and report on operating systems within the multiyear PPBS framework, certain MIS data are required. The five major categories of MIS data are pupil data, program data, personnel data, facilities data, and financial data. On the basis of this data the school administration makes its decisions regarding programs and budgets.

34. Piele, Philip. Planning Systems in Education. Eugene: Center for Advanced Study of Educational Administration, University of Oregon. r & d perspectives, (Fall 1969). 5 pages. ED 025 855 MF $0.25 HC $0.35.

This literature review examines sixteen selected documents, processed by the ERIC Clearinghouse on Educational Administration, that deal with the application of several kinds of planning systems to educational programs. Particular attention is given to planning-programing-budgeting systems (PPBS), program evaluation review techniques (PERT), and various types of planning models.

35. Ruliffson, Willard Adams. An Analysis of the Rationale and Procedures for Long-Range Planning--Found in Selected Corporate Enterprises, Government Agencies or Departments, and School Systems--Which are Appropriate for Educational and Administrative Planning in Local School Systems. New York: Teachers College, Columbia University, 1968. 99 pages. ED 020 571 MF $0.50 HC $5.05.

This study reviews some of the current planning practices in school systems considered already involved in long-range planning, and describes further long-range techniques which could be adapted for

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school systems from current corporate and governmental planning procedures. Individual interviews were conducted with selected management (or administrative) personnel in corporations, government, and school systems to identify the specific elements of a planning program appropriate for school systems. In addition, questionnaire responses from approximately two hundred school systems were tabulated, categorized, and analyzed. The interview information was compared with data from the other sources and synthesized as a basis for describing a process of long-range planning. Results indicate the necessity for organized long-range planning efforts. Neither systematic long-range planning nor a formalized structure for insuring an effective planning effort are found in most school systems today, but there is a willingness evident among school leaders to seek more imaginative approaches to planning. Future studies and practical experimentation in cooperative interaction between schools and corporate and government enterprises are warranted.

36. Salmon, Richard, and others. A Computer Simulation Modeling Tool to Assist Colleges in Long-Range Planning. Final Report. Kansas City, Missouri: Kansas City Regional Council for Higher Education, 1969. 58 pages. ED 032 013 MF $0.50 HC $3.00.

Long-range planning involves the establishment of educational objectives within a rational philosophy, the design of activities and programs to meet stated objectives, the organization and allocation of resources to implement programs, and the analysis of results in terms of the objectives. Current trends of educational growth and complexity demand increasingly accurate, rapid, and extensive planning, but the drudgery of assembling, processing, and analyzing large quantities of data often reduces planning efficiency. With the Higher Education Long-Range Planning (HELP) program, college and university officers may construct a mathematical model of an institution, simulate its behavior over a ten-year period under hypothesized conditions, and arrive at policy decisions that are likely to achieve desired objectives within the anticipated resources. The HELP approach involves philosophy (the "why" questions associated with an institution), objectives (the "what" type questions), programs (how activities will be conducted to achieve objectives), and resources (the allocation of personnel, facilities, funds, and time). Once a plan has been developed, it becomes the guide for implementation and analysis of results. The report discusses methods and model design and presents four planning models actually in use to illustrate how varied institutions utilize the HELP program in their long-range planning processes.

37. Savard, William G. A Dynamic General Planning Model for the Hawaii Department of Education. Honolulu: Hawaii State Department of Education, 1967. 22 pages. ED 020 560 MF $0.25 HC $1.20.

A planning model is suggested for the State Department of Education so that changes in the system and the program can most effectively accomplish the realization of long-range aims, intermediate goals, and immediate objectives. Steps to consider include evaluating resources, matching resources with aims, and formulating plans. A vital part of the model is a comprehensive information system composed of six major subsystems--pupil personnel, staff personnel, materiel, curriculum and instructional programs, physical facilities, and budget and finance. Feedback loops must be accurate, up-to-date, usable, and relevant to the plan or set of plans under consideration. A planning sphere is conceptualized to link ideas and arrangements necessary to implement the plan. A framework of relationships is proposed, outlining a taxonomy of programs--those that are operational and those that are supportive, as well as those whose plans and budgets are on the state level and on the level of the individual school.

38. Shaycoft, Marion F. "A New Multivariate Index for Use in Educational Planning." Palo Alto, California: American Institutes for Research. Paper presented at the American Psychological Association Convention, Washington, D.C., August 31-September 4, 1969. 19 pages. ED 035 026 MF $0.25 HC $1.05.

This paper presents a new multivariate index for use in educational planning. This new index is called a propinquity index. An individual's propinquity index with respect to a given occupational group is his geometric distance in n-dimensional space from the group centroid, where each dimension is the standard score on one of the original variables weighted by a value representing, at least approximately, the relevance of the corresponding variable in identifying group members. The propinquity index may be used in two ways in helping the individual develop his educational and vocational plans. Converted to a propinquile, it can constitute one of many separate items of information used in arriving at important decisions. In many circumstances, the propinquity index may function better as one of the predictors in a multiple regression equation to predict a dichotomous group membership criterion.

39. Sisson, Roger L. Some Results of a Simulation of an Urban School District. Philadelphia: Management Science Center, University of Pennsylvania, 1967. 68 pages. ED 012 096 MF $0.50 HC $3.50.

A computer program which simulates the gross operational features of a large urban school district is designed to predict school district policy variables on a year-to-year basis. The model explores the consequences of varying such district parameters as student population, staff, computer equipment, numbers and sizes of school buildings, salary, overhead costs, and inflation effects. Past and present values

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of these parameters are used to calculate future trends. Administrative data which limit the model are students per staff member, space per student, and computer equipment per student. Community-established limits are the operating budget, capital budget, and computer budget. The simulator program can be used to determine the optimum policy to be adopted in terms of the foregoing parameters and limits. The Fortran program is included in the appendix.

40. Temkin, Sanford. A Comprehensive Theory of Cost-Effectiveness. Administering for Change Program. Technical Paper. Philadelphia, Pennsylvania: Research for Better Schools, Inc., 1970. 66 pages. ED 040 503 MF $0.50 HC $3.40.

This monograph provides a theoretical substantiation for benefit-cost analysis and cost-effectiveness analysis in school system planning. Nine examples of decision-making situations are presented. A simple case of a single objective to be attained with one plan being selected from a set of proposed plans with no resource constraints evolves into a more complex and more realistic case with multiple objectives and several activities or programs to be chosen from a host of possibilities under resource constraints. Cases include not only a priori decision-making schemes, but evaluation schemes as well. A summary of the nine cases offers specific recommendations about methods that can be used for generating and processing the kind of "data types" required for educational decision making. A thirty-six-entry bibliography is appended. This document is a rewritten chapter of a dissertation entitled, "A Cost-Effectiveness Evaluation Approach to Improving Resource Allocations for School Systems."

41. Theodores, James L., and others. Crisis in Planning. An Analysis of Some Factors That Influence the Kinds of Schools We Have, How They Got That Way, and What We Must Do About Changing Them. Columbus, Ohio: Council of Educational Facility Planners, 1968. 36 pages. ED 026 844 MF $0.25 HC $1.90. (Also available from Council of Educational Facility Planners, 29 West Woodruff Avenue, Columbus, Ohio 43210, $3.00.)

In this interpretation of the current status of educational facility planning practices throughout the nation, the deficiency in proper planning is lamented. Two basic causes underlie these conditions: (1) irrational school organization that divides people, resources, and energies into mutually exclusive but impotent camps, and (2) reliance upon folkways rather than technical proficiency and upon folklore rather than research in the design of school facilities. Some short-term recommendations include an increasing look to technology and research for better answers to design problems, while the long-term exhortation prescribes new

kinds of leadership from state education agencies, professional associations, and universities. Several steps that the Council of Educational Facility Planners can take in these directions are also outlined.

42. Tracz, George S. "An Overview of Optimal Control Theory Applied to Educational Planning." Paper presented at the annual meeting of the American Educational Research Association, Los Angeles, February 5-8, 1969. 10 pages. ED 030 189 MF $0.25 HC $0.60.

    Mathematical model building for educational planning in this country has been heavily influenced by the USOE DYNAMOD Model, a computerized Markov-type or input-output model. However, the input-output method is structurally inadequate to reflect the true behavior of the educational system. To introduce some elements of decision making into the model, some investigators have attempted to apply optimal control theory. Application of optimal control theory involves the addition of control variables, which are constrained in their values and thus reflect political or policy limits, to a general mathematical model consisting of equations defining the interdependence of sets of variables characterizing the educational system. Control theory models are theoretically attractive planning devices because they allow for the specification of a system's initial states and certain desired targets while providing for the selection of a policy which achieves these targets at a minimum cost while satisfying existing constraints. Although barriers to practical implementation exist, this approach promises to aid in revealing the values of a systems approach to social and economic problems.

43. Vincent, Howard L. Selected Bibliography: Application of Economic Analysis and Operations Research to Problems in Educational Planning. Washington, D.C.: National Center for Educational Statistics, Department of Health, Education, and Welfare, 1966. 9 pages. ED 014 129 MF $0.25 HC $0.55.

    This document is a selected bibliography of works and journal articles on the application of economic analysis and operations research problems in educational planning.

44. Waterbury, Kenneth B. Long Range Planning for Public Schools, Presenting an Outline to Indicate Scope of Long Range Developmental Program, 1967-1977. Pennsylvania: Butler County Board of School Directors, 1968. 24 pages. ED 018 865 MF $0.25 HC $1.30.

    School districts have a responsibility to develop a complete evaluation of every facet of their educational programs. They must project probable situations and change the educational program to meet those situations. The material presented in this document is in the form of a

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suggested outline to help a school district develop the long-range planning program now required from every district in Pennsylvania. The outline covers the community, the educational system, school facilities, and school finances.

45. Western New York School Study Council. Development of an Operational Model for the Application of Planning-Programming-Budgeting Systems in Local School Districts. Program Budgeting Note 1, Introduction to Program Budgeting. Buffalo: 1968. 11 pages. ED 028 539 MF $0.25 HC $0.65.

Although the public is best served by governmental agencies which have integrated the major functions of planning, managing, and budgeting, it can be asserted that the planning function is paramount. A review of the evolution of public agency administration in the United States reveals that until recent years the planning function has been largely overshadowed by management control concerns. This lack of coordinated planning has resulted in many incremental agency budgets based on the short-term, parochial interests of individual agencies. The introduction of a planning-programing-budgeting system (PPBS) to the Defense Department in 1961 provided the impetus for the rapid ascendancy of the planning function in federal program administration. Since PPBS requires public administrators to plan specific program objectives and to select rationally, after systematic consideration of alternative means, those means most compatible with efficient achievement of interagency program goals, comprehensive long-range planning must supplement the traditional management and budgeting functions. Although the potential magnitude of PPBS as an administrative tool is yet unassessed, educational decision makers are expressing increased interest in the possible application of PPBS to school management.

46. Western New York School Study Council. Development of an Operational Model for the Application of Planning-Programming-Budgeting Systems in Local School Districts. Program Budgeting Note 2, Program Budgeting in the Federal Government. Buffalo: 1969. 16 pages. ED 028 540 MF $0.25 HC $0.90.

Many educational administrators are skeptical of school district attempts to use the planning-programing-budgeting systems (PPBS) tool. This skepticism seems, in large part, to be the result of two factors: (1) a general lack of understanding of the concrete operational steps involved in the implementation of PPBS, and (2) a feeling that the qualitative nature of educational objectives would inhibit the utility of such a tool in educational administration. A review of the Federal Bureau of the Budget guidelines concerning PPBS implementation in federal agencies, coupled with an analysis of PPBS staffing requirements, should help

the administrator understand the process of practical implementation. The generally positive evaluation of the contributions of PPBS made by administrators of such federal agencies as the United States Information Agency, the Agency for International Development, the State Department, and the Peace Corps serve as evidence of the utility of PPBS in organizational units faced with the difficulties of measuring qualitative objectives. The experience of these agencies may encourage school districts to experiment with PPBS.

47. Williams, Gareth L. "Towards a National Educational Planning Model." Paper prepared for the Symposium on Operations Analysis of Education, Washington, D.C., November 19-22, 1967. 18 pages. ED 021 311 MF $0.25 HC $1.00.

This paper discusses educational planning activities in which the Organisation for Economic Cooperation and Development (OECD) has had some involvement. Only a part of these activities are dealt with--national educational planning within the context of economic and social development. An attempt is made to show how OECD's work in educational planning has led almost inevitably to the adoption of a "systems approach." Emphasis is placed on the relative merits of the "manpower" approach and the "social demand" approach to educational planning, and on how these two approaches have not been about educational planning as such, but about different criteria for establishing the objectives or goals of the educational system. An example is given of a model of the dynamic structure of the educational system in terms of student flow.

48. Wilson, Charles Z. "The Use of Computer Simulation Techniques in Educational Planning." Paper presented at the annual meeting of the American Educational Research Association, Los Angeles, February 5-8, 1969. 20 pages. ED 029 382 MF $0.25 HC $1.10.

Computer simulations provide powerful models for establishing goals, guidelines, and constraints in educational planning. They are dynamic models that allow planners to examine logical descriptions of organizational behavior over time, as well as permitting consideration of the large and complex systems required to provide realistic descriptions of behavior processes. Four types of simulations are particularly applicable to educational planning. Descriptive simulations provide models of human systems that explain their behavior and can be used to test theories by comparing real past behavior with simulated behavior. Intellective simulations capture organizational qualities deemed important by the analyst and are suited to discovering the effects of proposed changes. Normative simulations are designed for analyzing such organizational problems as communications difficulties, social interaction patterns, hierarchical structures, and the implications of various strains and stresses. Finally, man-machine simulations involve

interaction between a human actor and a simulated environment. Their success as management games suggests their relevance to the training of educational administrators.

49. Woods, Bill M. Information System Development: Phase I, Management Planning. New York: Engineering Index, Inc., 1968. 67 pages. ED 028 785 Document not available from EDRS. (Available from National Technical Information Service (formerly Clearinghouse for Federal Scientific and Technical Information), Springfield, Virginia 22151, PA 178 753, MF $0.95, HC $3.00.)

Objectives of this study of the operations of Engineering Index were to: (1) determine the need for a planning capability, (2) blueprint a mechanism to accomplish planning, and (3) recommend priorities requiring planning attention. Topics considered in the study are planning, the role of the board of directors and trustees, organizational structure, personnel, space, editorial management, time lag, production, marketing, and products. Recommendations for improved operations at Engineering Index include: (1) establishment of a Planning Advisory Committee; (2) creation of a full-time position of Manager, Planning and Research Division; (3) preparation of a grant proposal for submission to the National Science Foundation (NSF) which should include support for the ongoing input into the computerized data base for plastics and electrical-electronics engineering, publication of the Plastics Monthly Bulletin, further development of the User Participation Program, experimental work with the Mohawk Data Recorder, and writing of conversion programs for the IBM 360 computer; and (4) preparation of another grant proposal to NSF to cover a marketing study; evaluation of the pilot project; research into language, categorization and indexing problems; and the development of programs for effective file partitioning, computer representation and console display of the indexing and categorization structure, and Selective Dissemination of Information.

50. Wurtele, Zivia S. Mathematical Models for Educational Planning. Professional Paper. Santa Monica, California: System Development Corporation, 1967. 32 pages. ED 035 296 Document not available from EDRS. (Available from National Technical Information Service (formerly Clearinghouse for Federal Scientific and Technical Information), Springfield, Virginia 22151, PB 177 729, MF $0.95, HC $3.00.)

The utilization of computer programed mathematical models for educational planning has a brief but rapidly accelerating history. This paper describes and, to some extent, evaluates several of these models. It also discusses several theoretical problems associated with formulation and implementation. Models surveyed include: (1) the educational

system, or some of its components, and (2) the economy, in which education is one of several interrelated activities. The final chapter contains general remarks on the role of mathematical models as tools for educational planning.

51. Yingling, Karl W. The Financial Phase of Long Range Planning for Public Schools: Presenting a Method for Projection. Pennsylvania: Butler County School Board, 1968. 18 pages. ED 020 563 MF $0.25 HC $1.00.

This document presents a method for estimating future financial needs and resources in a long-range plan for school districts. Required assumptions for a ten-year projection are discussed, and specific advice on computing the necessary elements is given. Difficulties associated with each element are emphasized, and some solutions are proposed. Attention is given to the need for evaluating projected and actual income and costs at the close of each fiscal year. An appendix shows sample projection tables and projection graphs.

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APPENDIX I

BY-LAWS

of the

CENTER FOR EDUCATIONAL ASSOCIATIONS

ARTICLE I

Offices

The principal office of the Corporation shall be located at 1201 - 16th Street, N.W., Washington, D. C. The Corporation may have such other offices, either within or without Virginia, as the Directors may from time to time determine.

The Corporation shall continuously maintain a registered office in Virginia and a registered agent whose office is identical with such registered office. The address of the registered office and the registered agent may be changed from time to time by the directors and the registered office may be, but need not be, identical with the principal office of the Corporation.

ARTICLE II

Members

Section 1. Membership in the Corporation. The following shall be members of the Corporation:

(A) National Council of Teachers of Mathematics
(B) The Association for Supervision and Curriculum Development
(C) The Council for Exceptional Children
(D) Music Educators National Conference
(E) National Art Education Association
(F) National Association of Secondary School Principals
(G) National Business Education Association
(H) National Council for the Social Studies
(I) American Association for Health, Physical Education and Recreation
(J) Distributive Education Clubs of America
(K) Any succeeding record owner of any of the ten lots of the members named in Article II, Section 1, (A) through (J) above (except a person holding title as security for the payment of money or the performance of an obligation).

No person shall be a member of the Corporation except during such period as he is the owner of record of a portion of the Entire Premises.

The directors of the Corporation may, after affording the member an opportunity to be heard, suspend any person from membership in the Corporation during any period of time when there exists a violation of any of the provisions of the Declaration (including, but not limited to, the failure to make any payment to the Corporation when due and payable) with respect to the portion of the Property he owns.

Membership in the Corporation shall not be transferable or assignable.

The qualifications set forth herein for membership in the Corporation shall be the only qualifications for such membership.

Section 2. Voting rights. Each member of the Corporation shall have the right to appoint one director, and all members shall have the right to vote upon those other matters with respect to which a vote of members is required by the Declaration and Grant of Easements, Covenants and Restrictions pertaining to the CENTER FOR EDUCATIONAL ASSOCIATIONS (hereinafter the "Declaration") or by the provisions of Chapter 2 of Title 13.1 of the Code of Virginia. Each member of the Corporation shall have one vote. Voting by proxy shall be permitted under such rules and regulations as the directors may prescribe.

ARTICLE III

Meetings of Members

Section 1. Annual Meeting. The first annual meeting of the members shall be held in 1971 and shall be held in that year and thereafter on the 12th day in July at the hour of 2:30 p.m. for the transaction of such business as may come before the meeting. If the date fixed for the annual meeting shall be a legal holiday in the place where the meeting is to be held, such meeting shall be held on the next succeeding business day.

Section 2. Special Meetings. Special meetings of the members may be called by the President, the Board of Directors, or any member of the Corporation.

Section 3. Place of Meeting. The Board of Directors may designate any place within or without the County of Fairfax, Virginia, as the place for any annual or special meeting called by the Board of Directors, and the President may designate any place within or without the County of Fairfax, Virginia, as the place of meeting for any special meeting called by him. If no designation is made or if a special meeting be called by the members of the Corporation, the place of meeting shall be the principal office of the Corporation.

Section 4. Notice of Meetings. Written notice stating the place, day, and hour of the meeting and, in case of a special meeting, the purpose or purposes for which the meeting is called, shall also be mailed or delivered not less than ten or more than fifty days before the date of the meeting, except as otherwise specified by law, either personally or by mail, by or at the direction of the President or the Secretary or the member calling the meeting, to each member of the Corporation at its address as shown on the records of the Corporation. A member may, in a writing signed by him, waive notice of any meeting before or after the date of meeting stated therein.

Section 5. Informal Action by Members. Any action required or permitted by law to be taken at a meeting of the members of the Corporation may be taken without a meeting, if a consent in writing setting forth the action so taken shall be signed by all of the members of the Corporation.

Section 6. Quorum and Matter of Acting. A majority of members shall constitute a quorum at any meeting. If a quorum is not present at any meeting of members, a majority of the members present may adjourn the meeting from time to time without further notice. The act of a majority of the members present at a meeting at which a quorum is present shall be the act of the members, unless the act of a greater number is required by law, or by the Articles of Incorporation of the Corporation, or by these By-Laws, or by the Declaration.

Section 7. Conduct of Meetings. The directors may make regulations as they deem advisable for any meeting of members, in regard to proof of membership in the Corporation, evidence of the right to vote, the appointment and duties of inspectors of votes, and such other matters concerning the conduct of the meeting as they shall deem fit. Such regulations shall be binding upon the Corporation and its members.

ARTICLE IV

Directors

Section 1. General Powers. The affairs of the Corporation shall be managed by its directors.

Section 2. Number and Tenure. The number of directors shall be determined by the formula of one director for each member of the Corporation, and a change in this formula shall be made only by amendment to the Articles of Incorporation of the Corporation. The term of the Directors constituting the initial and succeeding Boards of Directors shall be one year and until their respective successors have been appointed by the member which each director represents. Any vacancy occurring in the initial or any subsequent Board of Directors may be filled at any meeting of the Board of Directors by the affirmative vote of a majority of the remaining directors, though less than a quorum of the Board of Directors, or by a sole remaining director and, if not previously so filled, shall be filled at the next succeeding meeting of the members of the Corporation. Any director elected to fill a vacancy shall serve as such until the expiration of the term of the director whom he has replaced, or until a successor to that director is named by the member whom he represented.

Section 3. Regular Meetings. A regular annual meeting of the Board of Directors shall be held on the same day as the annual meeting of members at such time and place as may be specified in the notice thereof. The Board of Directors may provide by resolution the time and place, either within or without Virginia, for the holding of additional regular meetings of the Board without other notice than such resolution.

Section 4. Special Meetings. Special meetings of the Board of Directors may be called by or at the request of the President or any two directors. The person or persons authorized to call special meetings of the Board may fix any place, within or without Virginia, as the place for holding any special meeting of the Board called by them.

Section 5. Notice. Notice of any meeting of the Board of Directors for the holding of which notice is required shall be given at least two day previous thereto by written notice delivered personally or sent by mail or telegram to each director at his address as shown on the records of the Corporation. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail in a sealed envelope so addressed, with postage thereon prepaid. If notice by given by telegram, such notice shall be deemed to be delivered when the telegram is delivered to the telegraph company. Any director may, in a writing signed by him, before or after the time of meeting stated therein, waive notice of any meeting. The attendance of a director at any meeting shall constitute waiver of notice of such meeting. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board need be specified in the notice or waiver of notice of such meeting, unless specifically required by law, by the Articles of Incorporation of the Corporation, or by these By-Laws.

Section 6. Quorum. Except as otherwise provided by law or by the Articles of Incorporation of the Corporation, or by these By-Laws, a majority of the Board of Directors shall constitute a quorum for the transaction of business at any meeting of the Board; but if less than a majority of the directors are present at said meeting, a majority of the directors present may adjourn the meeting from time to time without further notice.

Section 7. Manner of Acting. The act of a majority of the directors present at a meeting at which quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by law, or by the Articles of Incorporation of the Corporation, or by these By-Laws, or by the Declaration.

Section 8. Compensation. Directors as such shall not receive any stated salaries for their services, but by resolution of the Board of Directors a fixed sum and expenses of attendance, if any, may be allowed for attendance at each regular or special meeting of the Board; but nothing herein contained shall be construed to preclude any director from serving the Corporation in any other capacity and receiving compensation therefor.

Section 9. Informal Action by Directors. Any action required by law to be taken at a meeting of directors, or any action which may be taken at a meeting of directors, may be taken without a meeting if a consent in writing, setting forth the action so taken, shall be signed by all the directors.

Section 10. Committees. The Board of Directors, by resolution adopted by a majority of the directors in office, may designate one or more committees each of which shall consist of two or more directors, which committees, to the extent provided in such resolution shall have and exercise the authority of the board of directors except to approve an amendment of the articles of incorporation or a plan of merger or consolidation. Other committees with limited authority may be designated by a resolution adopted by a majority of the directors present at a meeting at which a quorum is present.

ARTICLE V

Officers

Section 1. Officers. The officers of the Corporation shall be a President, a Secretary, and a Treasurer. The Board of Directors may elect such other officers, as it shall deem desirable, such officers to have the authority and perform the duties prescribed from time to time by the Board of Directors. Any two or more offices may be held by the same person, excepting the offices of President and Secretary. The President shall be a director of the Corporation. Other officers may be, but need not be, directors of the Corporation.

Section 2. Election, Term of Office and Vacancies. The officers of the Corporation shall be elected annually by the Board of Directors at the regular annual meeting of the Board of Directors. Each officer shall hold office until his successor shall have been duly elected. A vacancy in any office arising because of death, resignation, removal, or otherwise may be filled by the Board of Directors for the unexpired portion of the term.

Section 3. Removal. Any officer may be removed by the Board of Directors whenever, in its judgment, the best interests of the Corporation will be served thereby.

Section 4. Powers and Duties. The officers of the Corporation shall, except as otherwise provided by law, by the Articles of Incorporation of the Corporation, by these By-Laws, or by the Board of Directors, each have such powers and duties as generally pertain to their respective offices, as well as such powers and duties as may from time to time be specifically conferred or imposed by the Board of Directors. The President shall be the chief executive officer of the Corporation.

ARTICLE VI

Seal

The Board of Directors shall provide a corporate seal, which shall be in the form of a circle and shall have inscribed thereon the name of the Corporation, the year of its incorporation, and the words "Corporate Seal--Virginia."

ARTICLE VII

Amendments

These By-Laws may be altered, amended, or repealed and new By-Laws may be adopted by the Board of Directors.

APPENDIX J

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

Project Management Form

Project Title (general) _____

AASA Goal to which project is related _____

Operational Objectives (specific) _____

_____

_____

Members of Project Team	Implementing Activities	Estimated Completion Date	Anticipated Outputs	Amount of Resources Allocated

APPENDIX K

THE NASE RESPONSIBILITY MATRIX

Adopted by the AASA Executive Committee
November 12-13, 1971

	NASE Decision(s)	AASA AND NASE OFFICIALS CONTRIBUTING TO NASE DECISIONS					
		AASA Exec. Comm.	AASA Pres.	AASA Exec. Sec.	NASE Gov. Bd.	NASE Dir.	NASE Prof. Staff
		(a)	(b)	(c)	(d)	(e)	(f)
1.	Establishment, Expansion and Discontinuance of NASE	A		R			
2.	Appointment of NASE Governing Board		A	R			
3.	NASE Executive Director Appointment	A		R	a		
4.	NASE Executive Director Removal	A		R	a		
5.	All Professional Level NASE Staff (employment, discharge, work rules)			A		R	
6.	Annual NASE Budget	A		R	a		
7.	Logistical Support Operations			A		R	
8.	Compensation for NASE Director	A		R			
9.	Classification for Other NASE Staff within AASA Salary Policies			A		R	
10.	NASE Program Priorities and Activities				A	R	
11.	Program Content, Planning, and Development					A	R
12.	Tuition Charges for NASE Programs				A	R	
13.	Contracts with Government and Private Agencies			A		R	

Legend

A = Approve
a = Initial approval
R = Recommend